

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180098

Grants.gov Tracking#: GRANT12659746

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180098

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
<i>Attachment - 1 (1247-GEPA Section 427 Description)</i>	e12
6. Grants.gov Lobbying Form	e17
7. Dept of Education Supplemental Information for SF-424	e18
8. ED Abstract Narrative Form	e19
<i>Attachment - 1 (1246-Abstract)</i>	e20
9. Project Narrative Form	e22
<i>Attachment - 1 (1245-Application Project Narrative)</i>	e23
10. Other Narrative Form	e73
<i>Attachment - 1 (1234-FY 2018 Profile Form)</i>	e74
<i>Attachment - 2 (1235-Acronyms List)</i>	e75
<i>Attachment - 3 (1236-Curriculum Vitae List)</i>	e77
<i>Attachment - 4 (1237-Diverse Perspectives)</i>	e190
<i>Attachment - 5 (1238-Areas of Need)</i>	e191
<i>Attachment - 6 (1239-PMF Forms 2018)</i>	e192
<i>Attachment - 7 (1240-SupportLetters)</i>	e197
<i>Attachment - 8 (1241-Course List)</i>	e201
<i>Attachment - 9 (1242-Table of Contents)</i>	e231
<i>Attachment - 10 (1243-Position Descriptions)</i>	e233
11. Budget Narrative Form	e236
<i>Attachment - 1 (1244-Budget Narrative)</i>	e237

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Bd of Regents of the Univ of WI System for UW-Milwaukee

* b. Employer/Taxpayer Identification Number (EIN/TIN):

391805963

* c. Organizational DUNS:

6279063990000

d. Address:

* Street1:

PO Box 340

Street2:

* City:

Milwaukee

County/Parish:

Milwaukee

* State:

WI: Wisconsin

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

53201-0430

e. Organizational Unit:

Department Name:

Office of Sponsored Programs

Division Name:

Office of Research

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

* First Name:

Thomas

Middle Name:

R

* Last Name:

Marcussen

Suffix:

Title: Director, Office of Sponsored Programs

Organizational Affiliation:

UW-Milwaukee

* Telephone Number:

414-229-4537

Fax Number:

414-229-5000

* Email:

grant-notice@uwm.edu

PR/Award # P015A180098

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

University of Wisconsin-Milwaukee, Center for International Education, Undergraduate National Resource Center and FLAS Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="465,319.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="465,319.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Bd of Regents of the Univ of WI System for UW-Milwaukee

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	111,040.00	112,970.00	96,977.00	99,064.00		420,051.00
2. Fringe Benefits	16,555.00	16,777.00	8,397.00	8,637.00		50,366.00
3. Travel	24,700.00	24,700.00	24,700.00	24,700.00		98,800.00
4. Equipment						
5. Supplies	8,000.00	8,000.00	8,000.00	8,000.00		32,000.00
6. Contractual						
7. Construction						
8. Other	90,000.00	93,000.00	94,000.00	94,500.00		371,500.00
9. Total Direct Costs (lines 1-8)	250,295.00	255,447.00	232,074.00	234,901.00		972,717.00
10. Indirect Costs*	20,024.00	20,435.00	18,566.00	18,792.00		77,817.00
11. Training Stipends	195,000.00	195,000.00	195,000.00	195,000.00		780,000.00
12. Total Costs (lines 9-11)	465,319.00	470,882.00	445,640.00	448,693.00		1,830,534.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180098

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Bd of Regents of the Univ of WI System for UW-Milwaukee		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P015A180098

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Thomas R Marcussen	Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Bd of Regents of the Univ of WI System for UW-Milwaukee	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="UW-Milwaukee"/> * Street 1 <input type="text" value="PO Box 340"/> Street 2 <input type="text"/> * City <input type="text" value="Milwaukee"/> State <input type="text" value="WI: Wisconsin"/> Zip <input type="text" value="53201"/> Congressional District, if known: <input type="text" value="WI-004"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="Not Applicable"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Thomas R Marcussen"/> * Name: Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/25/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1247-GEPA Section 427 Description.pdf

Add Attachment

Delete Attachment

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**General Education Provisions Act (GEPA) Section 427 Description of Relevant
Section Criteria in the Project Narrative and Description of Institution's Policies**

Description of Relevant Section Criteria in the Project Narrative

The Center for International Education addresses the requirements of Section 427 of US/ED's General Education Provisions Act (GEPA) in detail in two sections of the proposal narrative:

- Under Selection Criterion B (Staff Resources), regarding the hiring of faculty and administrators;
- Under Selection Criterion C (Impact & Evaluation), in the context of equal access for students and outreach program participants.
- Under Selection Criterion K (Competitive Preference Priorities), in the context of proposed K-16, two-year college and HIS/minority-serving institution partnerships.

CIE will maintain diversity in its oversight arrangements and project planning committees, and all faculty and administrators involved in hiring and in planning CIE activities will be informed of the need to ensure equitable access to and participation in CIE programs. In conjunction with all of its activities, CIE will take special care to ensure that programs, funding opportunities, and position vacancies are widely advertised. CIE will market these opportunities directly to members of traditionally-underrepresented groups and to organizations whose memberships include racial and ethnic minorities, women, people with disabilities, and the elderly.

The proposed NRC activities are designed to expand participation in CIE activities by students from groups that are traditionally underrepresented in international education programs – one of three primary project goals. A few examples of how CIE and IWA will achieve this goal: IWA partners with the Milwaukee Public Schools (MPS) and Milwaukee Area Technical College (MATC), whose students are primarily from minority and low-income backgrounds, and with UWM's diversity office, Global Inclusion & Engagement (GIE). CIE provides educator professional development programs, curricular materials, interactive learning programs for K-12 students. K-12 student programs emphasize making connections between students' lives and the global issues under discussion, as a deliberate learning strategy. To support participation in IWA outreach programs by teachers and students at disadvantaged schools, IWA provides program access funds to cover busses/transportation and substitute teacher costs. These are only a few examples of ways in which CIE works to expand participation in its programs. More detailed information is contained in the proposal narrative, as noted above.

Description of Institution's Policies

UWM and the UW-System maintain institutional policies that meet the spirit and intent of GEPA 427. At the **UW-System level Regent Policy Document 14-6** addresses Discrimination, Harassment, and Retaliation with the following language and applies to all areas of the System and institution programs and activities, employment practices and operations, including the conduct of all students and employees that arises out of their employment, educational or academic status, as well as to the conduct of all guests, visitors, vendors, contractors, subcontractors and others who do business with the System or its institutions. The purpose of this policy is to express the Board of Regents' commitment to providing an educational, program, activity, and workplace environment free of discrimination, harassment, and retaliation.

It is the policy of the Board of Regents of the University of Wisconsin System to maintain an academic and work environment free of discrimination, discriminatory harassment, or retaliation for all students and employees. Discrimination is inconsistent with the efforts of the University of Wisconsin System to foster an environment of respect for the dignity and worth of all members of the university community and to eliminate all manifestations of discrimination within the university. The Board is also committed to the protection of individual rights under the First Amendment (and related principles of academic freedom) and in preserving the widest possible dialogue within its educational environment.

Discrimination or discriminatory harassment that is based upon an individual's characteristics which are protected under institution policy, state law or federal law ("protected status") is prohibited. Harassment is a form of discrimination and is prohibited. In addition, any form of retaliation against students or employees will not be tolerated. Any person who believes they have been subject to this type of prohibited activity should immediately report it to the appropriate institution official or office. The following protections shall apply to this policy in regard to an individual's characteristics ("protected status"):

No student may be denied admission to, or participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions on the basis of **race, color, creed, religion, age, sex, sexual orientation, gender identity or expression, national origin, ancestry, disability, pregnancy, marital or parental status, or any other category protected by law, including physical condition or developmental disability** as defined in Wisconsin Statutes §51.01(5).

No employee may be discriminated against on the basis of **race, color, creed, religion, age, sex, sexual orientation, gender identity or expression, national origin, ancestry, disability, pregnancy, marital or parental status, genetic information, arrest record, conviction record, military service, veteran status, use or nonuse of lawful products off the employer's premises during nonworking hours, declining to attend a meeting or participate in any communication about religious matters or political matters, or any other category protected by law.** This provision includes employment-related actions, such as recruitment, interviewing, testing, screening, selection, placement, classification, evaluation, transfer, promotion, training, compensation, fringe benefits, layoffs, and /or dismissal.

The following definitions shall be used in determining whether a particular course of conduct constitutes discrimination or discriminatory harassment under this policy:

- A. **Discrimination** is conduct that adversely affects any aspect of an individual's employment, education, or participation in an institution's activities or programs, or has the effect of denying equal privileges or treatment to an individual on the basis of one or more characteristics of that individual's protected status or category as defined herein.
- B. **Discriminatory Harassment** is a form of discrimination consisting of unwelcome verbal, written, graphic or physical conduct that:
 - 1. Is directed at an individual or group of individuals on the basis of the individual or group of individuals' actual or perceived protected status, or affiliation or association with person(s) within a protected status (as defined herein above); and
 - 2. is sufficiently severe or pervasive so as to interfere with an individual's employment, education or academic environment or participation in institution programs or activities and creates a working, learning, program or activity environment that a reasonable person would find intimidating, offensive or hostile.

To constitute prohibited harassment, the conduct must be both objectively and subjectively harassing in nature. Harassment may include but is not limited to verbal or physical attacks, threats, slurs or derogatory or offensive comments that meet the definition set forth herein. Harassment does not have to be targeted at a particular individual in order to create a harassing environment, nor must the conduct result in a tangible injury to be considered a violation of this policy. Whether the alleged conduct constitutes prohibited harassment depends on the totality of the particular circumstances, including the nature, frequency and duration of the conduct in question, the location and context in which it occurs and the status of the individuals involved.

Sexual harassment is defined under Regent Policy 14-2 and is regulated through existing institutional policies and procedures.

- C. **Retaliation** is defined as adverse action taken against an individual in response to, motivated by or in connection with an individual's complaint of discrimination or discriminatory harassment, participation in an investigation of such complaint and/or opposition of discrimination or discriminatory harassment in the educational or workplace setting.

Institutional Policies and Procedures

University of Wisconsin System institutions shall have: (1) policies and procedures consistent with this Board policy for the prevention and prohibition of discrimination, harassment and retaliation against students or employees; and (2) procedures in place to ensure prompt corrective action whenever discrimination, harassment or retaliation may occur.

- A. Institutional policies and procedures shall, at a minimum, contain the following provisions:
 - 1. A clear statement of the institution's commitment to the elimination of discrimination and discriminatory harassment toward students or employees. This statement may be presented in an existing policy

statement concerning general principles of nondiscrimination or anti-harassment, or articulated in a separate institutional policy.

2. A definition of what constitutes discrimination, discriminatory harassment and retaliation that is consistent with this policy and a statement that such conduct is prohibited.
 3. A prohibition against using institution technology (computers, e-mail systems, voice mail system, and webpages) in any manner that would violate this policy.
 4. A statement that specific incidents of alleged discrimination or discriminatory harassment will be reviewed on a case-by-case basis in accordance with the procedures developed by each institution. Due consideration will be given to the protection of individual First Amendment rights to freedom of speech, expression, and academic freedom.
 5. A process under which an informal or formal complaint may be filed with the appropriate identifiable university office or department. The process shall set forth the manner and timeline in which complaints will be received, investigated, and resolved through either voluntary action on the part of the parties involved or through university action in the form of sanctions, disciplinary action, or other appropriate remedies or redress.
 6. A statement indicating that retaliation against an individual for filing a complaint of discrimination or discriminatory harassment or participating in the process is prohibited. In developing these processes, existing grievance and disciplinary procedures applicable to students, student organizations, and employees will be incorporated by reference.
- B. Each institution shall develop a process to notify prospective and current students, student organizations, job applicants and employees of its institutional policies and procedures regarding discrimination, discriminatory harassment, and retaliation.

Related Regent Policies and Applicable Laws include:

RPD 14-2: Sexual Harassment Policy Statement and Implementation

RPD 14-3: Equal Opportunities in Education: Elimination of Discrimination Based on Gender

RPD 14-4: Reserve Officers Training Corps

RPD 14-5: Measures to Alleviate Racism

RPD 14-7: Implementation of Statute on Discrimination Against Students

RPD 14-10: Nondiscrimination on Basis of Disability: Policy Statement

In addition, UWM's Chancellor signed an Equal Employment Opportunity Policy in 2014, which states:

It is the policy of the University of Wisconsin-Milwaukee to provide **equal employment opportunity to all individuals regardless of race, color, creed, religion, sex, gender identity or expression, sexual orientation, age, national origin, ancestry, disability, marital status, pregnancy, political affiliation, arrest or conviction record, protected**

veteran status, military service, use of lawful products off the premises during nonworking hours, genetic information, or any other status protected under applicable federal, state, or local laws or regulations. Discrimination or harassment based on any protected status, including sexual harassment and sexual violence, is illegal and will not be tolerated. UWM will provide accessible work environments and reasonable accommodations to qualified individuals with disabilities. Upon request, UWM will provide reasonable accommodations for religious observances and practices. The university is committed to a program of affirmative action for women, minorities, persons with disabilities and protected veterans consistent with federal and state law. Equal opportunity principles will guide all employment practices, including, but not limited to, recruiting, interviewing, hiring, transfers, promotions, training, compensation, benefits, layoffs, terminations, retention and testing.

As chancellor, I assume overall responsibility for the success of the EEO program, but university administrators and supervisors are responsible and accountable for implementation. Authority for monitoring the EEO program is delegated to the Office of Equity/Diversity Services. As chancellor of the University of Wisconsin-Milwaukee, I call upon each individual associated with the university to join me in pledging a commitment to build and maintain a campus environment free of harassment and discrimination, and an environment that fosters mutual respect, recognizes the dignity and worth of all people and promotes, to the fullest, equal employment opportunity through affirmative action.

Mark A. Mone, Ph.D., Chancellor University of Wisconsin-Milwaukee December 17, 2014.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Bd of Regents of the Univ of WI System for UW-Milwaukee

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Thomas Middle Name: R
* Last Name: Marcussen Suffix:
* Title: Director

* SIGNATURE: Thomas R Marcussen

* DATE: 06/25/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Prof.	Devarajan		Venugopalan	Ph.D.

Address:

Street1:	Chapman Hall 240, 2310 E. Hartford Ave
Street2:	PO Box 413
City:	Milwaukee
County:	Milwaukee
State:	WI: Wisconsin
Zip Code:	53201-0413
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
414-323-9790	414-229-2481

Email Address:

dv@uwm.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

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**University of Wisconsin Milwaukee, Center for International Education,
Undergraduate National Resource Center & FLAS Fellowships Application**

ABSTRACT

The University of Wisconsin-Milwaukee (UWM) is an urban research university with a deep commitment to provide access to underrepresented and disadvantaged students. This mission is coupled with a growing national and international profile, putting it at the forefront of efforts to expand inclusive interdisciplinary learning on global issues. In 2015, UWM was one of just 29 research universities recognized by the Carnegie Foundation for the Advancement of Teaching as a Center for Community Engagement. In 2016, UWM earned the highest rating for a research institution from the Carnegie Classification of Institutions of Higher Education, the gold standard for assessment. In 2018, the Carnegie Foundation also designated UWM as one of only 49 Economic Development institutions, further evidence of UWM's important role in the local and global economy.

UWM's commitments to academic research at the highest level, student access, and robust engagement with a diverse array of community partners is no better reflected than in its Center for International Education (CIE) through its promotion of global research, education, and public engagement. Nearing its twentieth anniversary, CIE, is a comprehensive unit serving the entire campus, community, and beyond, and was awarded Undergraduate National Resource Center and FLAS Fellowships grants in 2014. Awards for the 2018-2022 grant cycle to support an Undergraduate Resource Center and FLAS Fellowships, will enable CIE to promote international education through a proposed set of innovative curricular, outreach, and research programs outlined in the project narrative.

Through its outreach arm, the Institute of World Affairs (IWA), CIE is growing a vibrant network of relationships beyond campus with groups and institutions serving K-12 students and educators, business, media and the general public. UWM's deep, ongoing commitment to fostering seamless K-16 educational opportunities, particularly for the state's underserved population is reflected in the new M³ (M-cubed) initiative, a partnership between the university, Milwaukee Public Schools (MPS), and the Milwaukee Area Technical College (MATC).

The BA degree in Global Studies, the proposal's curricular centerpiece, is an innovative joint degree linking liberal arts and professional disciplines to prepare students for careers in Global Communications, Health, Management, Security, Sustainability, and Urban Development.

Requiring substantial language and overseas study, it is unique for its success in serving underrepresented students. Since 2009 a Global Studies Minor allows students in any major to include overseas, language, and globalization studies in their academic plans.

The proposed initiatives in this application reflect both NRC competitive preference priorities (collaboration with MSIs or Community Colleges and collaborative activities with teacher education programs); as well as both FLAS competitive preference priorities (FLAS fellowships for students who demonstrate financial need and academic year FLAS fellowship awards in less commonly taught languages or LCTLs).

The project narrative features collaborations with the UWM School of Education, Alverno College (the state's first Hispanic Serving Institution), the two-year UW-Colleges and Wisconsin Technical College system, to strengthen K-16 global education and expand national capacity in Global Studies and LCTLs. Two, of the two-year community college campuses in the UW-System, UW-Washington County and UW-Waukesha, are merging with UWM this year. CIE will play a leadership role in collaborative global education planning and course development as our campuses partner. With Title VI support, CIE will build upon existing partnerships and programs to provide a replicable, sustainable set of opportunities that puts global competence within the reach of all students, while providing exceptional advanced training for those who choose to specialize in the global dimensions of needed professional fields. Other proposed initiatives aligned with the funding priorities include:

- Promotion of a new K-12 Global Educator Certificate developed with the School of Education
- An enhanced program in Chinese language, aligned to local and global needs
- LCTL course development and redesign
- LCTL instructor proficiency assessment, pedagogy training, and OPI certification
- Collaborative redesign of teacher certification in LCTLs to strengthen language teacher preparation in UWM's School of Education
- Workshops on K-16 language teaching methods for WI language teachers
- Global Social Innovation and Entrepreneurship Programming
- New courses on water security to enhance sustainability, security, and health tracks in the Global Studies major
- Expanded K-16 professional development and K-12 programs targeting underrepresented students
- Professional development and scholarly programs fostering collaborations with community colleges, technical colleges, and Minority Serving Institutions
- Targeted allocations of FLAS fellowships to students in priority LCTLs who demonstrate financial need and whose career aspirations align with national needs.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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INTRODUCTION: In a 2016 report, the non-partisan Center on Wisconsin Strategy found that the state ranks among the worst in the nation in terms of racial disparity. The report noted such indicators as disparities in unemployment, income and education and disproportionately high rates of incarceration among African Americans as a “grim picture” of progress in Wisconsin.

In addition to the social justice aspect of this unfortunate reality, there is an obvious economic cost to having a substantial portion of the state’s youth unprepared for careers in the global economy. The Wisconsin Department of Economic Development reports that more than one in five Wisconsin jobs depends upon international trade. In the last ten years, Wisconsin's trade-related employment grew 13.6 times faster than total employment. Nationally, jobs in U.S. exporting companies pay up to 18% more than similar jobs in non-exporting firms. More equitable access to development of global 21st century skills among the state’s youth addresses two critical needs: fostering improved educational and career outcomes for students currently underserved and better equipping Wisconsin’s workforce to succeed in a global environment.

The University of Wisconsin-Milwaukee (UWM) is an urban research university with a deep, historical commitment to provide access to underrepresented and disadvantaged students. This mission is unique among Wisconsin colleges and universities. It positions UWM to address gaps in the global education of the state’s low-income and minority K-12 students while providing a seamless path to postsecondary opportunities that help overcome persistent barriers to advancement in today’s job market. In 2015, the university’s robust network of partners beyond the boundaries of the campus was recognized by the Carnegie Foundation for the Advancement of Teaching, which listed UWM among the nation’s top universities for community engagement. The foundation’s Community Engagement Classification recognizes colleges and universities that benefit their communities in ways not reflected by the national

educational data typically used to compile lists of top institutions of higher education. In 2018 the Carnegie Foundation also designated UWM as one of only 49 Economic Development institutions, further evidence of UWM's important role in the local and global economy.

This long-standing commitment to student access and community engagement is coupled with a growing national and international research profile. In 2016, UWM earned the highest rating for a research institution from the Carnegie Classification of Institutions of Higher Education, the gold standard for assessment. This "highest research activity" rating, often referred to as R1, was given to only 115 of the 4,665 universities evaluated nationally. These honors are particularly significant, given that they were earned in a fiscal environment that has been and remains extremely challenging for public education at all levels in Wisconsin.

UWM's deep, ongoing commitment to fostering seamless K-16 educational opportunities in the state is reflected in **the M³ Initiative, a unique partnership between the university, Milwaukee Public Schools (MPS), and the Milwaukee Area Technical College (MATC).** The **M³ approach recognizes** the partners' overlapping urban educational and research missions. By combining and leveraging the efforts of the three largest urban and public educational entities of their respective types in Wisconsin, the initiative works to close the achievement gap, provide trained workers to meet the needs of business and industry, strengthen the tax base and regional economy, and lower the poverty levels, decrease crime, and improve the well-being of Wisconsin citizens, their families, and communities.

Working together in this way, the partnering entities help identify and develop pathways that students can travel from kindergarten through college. This partnership allows resources and expertise to be shared, yielding a unified whole that is truly greater than the sum of its parts. This high-efficiency, high-impact approach is necessary as resources become increasingly scarce.

Reductions in state and federal funding and strict limits on local revenue have created a significant ongoing structural deficit for Milwaukee Public Schools, causing a disproportionate impact on young people already facing significant challenges. Among the district's 77,000 students, 79% are economically disadvantaged under federal guidelines and 89% are students of color. The four-year graduation rate is 60.9%, a full thirty points below the state average.

UWM is uniquely positioned to anchor a K-16 global education effort to address these realities. It enrolls more Wisconsin students and more MPS students than any other UW institution. Its student population is characterized by adult and returning students, first generation college students, and graduates of low-income school districts. Many of these students come to UWM from Milwaukee Area Technical College (MATC), whose student population is 58% non-white and has a median household income of \$51,100, which is \$5,500 below the state median. Non-white and international students comprise about one-third of UWM's 21,375 undergraduates— the largest number of any campus in the UW System. UWM also has the largest number of first generation college students who comprise 39% of the student body. About 78% of UWM students rely on financial aid to attend college. Over 36% of UWM first year students receive Pell Grants. Most UWM students are non-traditional, working to support themselves and families while attending college.

Despite these challenges, or perhaps because of them, UWM's administration, faculty and staff embrace a culture of inclusion and opportunity. This mission has informed the work of UWM's Center for International Education (CIE) since its founding in 1998. CIE helps even the playing field for Wisconsin's disadvantaged K-12 and college students by introducing them to international studies and careers and helping them forge their paths in the world beyond their neighborhoods. With campus and community partners, CIE offers K-12 student programs as well

as pre-service and in-service educator support that neither school districts nor the Wisconsin Department of Public Instruction can provide. Through academic and co-curricular programs on global issues, CIE provides learning opportunities that help students connect with the world beyond Milwaukee. There is much work still to do. Funding as an Undergraduate National Resource Center for Global Studies, with FLAS Fellowships, will strengthen and expand CIE's efforts to close the global competency gap between better- and less-well-resourced K-16 educational institutions and their students.

A. PROGRAM PLANNING AND BUDGET: CIE's *NRC Development Plan* is summarized in **Table 1**; letters of support are in **Appendix A**. CIE will strengthen and expand UWM's Global Studies curriculum while addressing global education access disparities by improving Wisconsin's K-16 pipeline for international learning. The *integrated activities* comprise a comprehensive plan to strengthen UWM's and its partners' capacity to train globally-competent students, with particular emphasis on students traditionally underrepresented in international studies programs. These activities involve rethinking and expanding existing programs to improve their breadth, depth, and impact, providing undergraduates with practical learning experiences, for example, by strengthening the Chinese program, provide certification and pedagogy training for LCTL and Global Studies instructors, engaging them with the Institute of World Affairs' K-12 outreach and the Language Resource Center's materials development. The activities foster learning about global challenges that connect to local issues as a proven strategy to reach underrepresented students. Virtually every area of activity incorporates a plan to benefit educators and students beyond UWM, particularly Milwaukee Public Schools (MPS), Milwaukee Area Technical College (MATC), Wisconsin Technical Colleges, the UW System, including its two-year UW Colleges, and Minority-Serving Institutions. Efforts to serve

Wisconsin's underserved populations are central to this proposal, because these are UWM's students.

CIE will continue to work with UWM's School of Education on the ***Global Educator Certificate Program*** to support and promote the new undergraduate certificate. Pre-service educators will also have access to a range of teacher training opportunities through CIE's Institute of World Affairs. ***K-12 Outreach Assistant*** positions provide pre-service teachers with intensive mentoring and hands-on experiences creating and facilitating global education activities with K-12 students. IWA's ***Globally Engaged Educators Initiative*** will provide additional opportunities to participate in professional development workshops.

Expanding IWA's middle and high school student programs will help to further close the global competence gap. ***IWA program access awards*** will enable more students from low-income urban and rural districts to participate in IWA outreach programs by covering the costs of substitute teachers and buses. Through a new ***Global-to-Local Citizenship Initiative*** and ***UN Global Goals Initiative***, high school students will critically analyze global issues and identify ideas for action. ***Global Library Research Experiences*** will expose students to diverse perspectives on world affairs and build skills in information literacy. IWA's ***WisGEO program*** will provide high school students with the opportunity to explore career paths in international business and meet international business leaders. CIE will continue to collaborate with state NRCs to offer programs for educators, such as professional development programs for K-12 teachers. Two ***Cross-Regional Thematic Workshops***, organized with Wisconsin's other Title VI Centers, will help students connect common issues in their communities and abroad.

To provide a cross-section of UWM students with opportunities for applied global learning and engagement, a ***Global Social Innovation and Entrepreneurship Initiative*** will connect the

UWM campus and broader community to innovative global ideas and individuals creating change around the world. With UWM's Lubar Entrepreneurship Center, Master of Sustainable Peacebuilding program, Center for Latin American and Caribbean Studies and Division of Global Inclusion and Engagement, CIE will organize speakers, dialogues and workshops to foster entrepreneurial thinking and global-to-local application of innovative ideas to address persistent global challenges such as food and water security, access to justice, and segregation. CIE will also support efforts to strengthen language instruction at K-12 and postsecondary institutions, including UWM and its new merger with UW-Washington County and UW-Waukesha County, both of which are two-year institutions.

To further encourage global learning among underserved postsecondary students in Wisconsin, CIE will build on successful past collaborations with two-year institutions statewide. Each year of the grant period, CIE will invite proposals for **Curriculum Development Grants for Community and Technical College Faculty**. Funded projects must not only infuse global content into courses, but also demonstrate to students the importance of global perspective regardless of whether they will transition to a 4-year program or enter the workforce after two years. CIE will expand its partnership with Alverno College to engage K-16 students, pre-service and in-service educators in two interactive workshops during the grant cycle. Alverno College is the only Hispanic-Serving Institution in Wisconsin, a designation it received in 2017. In collaboration with UWM's Center for Latin American and Caribbean Studies, a long-established National Resource Center, and Alverno's International and Intercultural Center, the **Workshops on Civic Engagement and Diverse Global Perspectives** will explore civil society and civic action globally and locally with opportunities to integrate ability-based assessments for effective citizenship, developing a global perspective, and social interaction.

CIE's program *development plan* (Table 1) provides an overview of these activities, when they will take place during the grant period, and the personnel who will carry them out.

Table 1: CIE NRC Program Development Plan					
GOAL 1: Expand reach of LCTL training and postsecondary global studies teaching and research					
GOAL 2: Engage more underrepresented undergraduates and high school students in international studies					
GOAL 3: Increase global competence in K-12 educators and education students					
ACTIVITY (GOAL #)	YEARS				PARTNERS
	1	2	3	4	
Language Programs (1, 2, 3) LCTL course development and redesign; sociocultural programs LCTL instructor proficiency assessment and pedagogy training travel support Workshops on K-16 language teaching methods for WI language teachers ACTFL OPI Certification for LCTL Instructors LRC LCTL digital materials development/research projects by undergraduates	X	X	X	X	Language Resource Center Language faculty/staff/TAs K-16 language teachers Education, Language students
Education Abroad (1, 2) Career and overseas internship development	X	X	X	X	UWM faculty CIE Study Abroad staff
Global Studies Program Innovation (1,2) Summit on Global and International Studies Global Social Innovation and Entrepreneurship Programming Pedagogy seminars for GS Faculty Develop new courses on water security, and to enhance sustainability, security and health tracks Create online minor	X	X	X	X	GS faculty, Advisory Comm. School of Freshwater Science faculty Public Health and Nursing Faculty, CLACS, MSP, Lubar Center for Entrepreneurship,
Enhance HSI partnership and Outreach on Diverse Global Perspectives (1, 2, 3) Workshops on Civic Engagement and Diverse Global Perspectives with Alverno College and CLACS		X		X	UWM faculty Multicultural offices IWA CLACS Partners at Alverno
Curriculum Development Grants for Community and Technical College Faculty (1,2) Course and professional development awards to create globally-infused curriculum for community and technical college students across the state.	X	X	X	X	Tech college faculty UWM faculty Community Colleges faculty CIE IWA staff
AGSL Teacher Fellowships (3) study at the AGSL to develop new or enhance existing curricula	X	X	X	X	UWM Libraries, AGSL GS faculty, K-12 teachers
Global Educator Certificate Program in School of Education (1,2,3) Assist SOE in promoting the certificate. Engaging pre-service teachers in globally focused outreach programs	X	X	X	X	SOE faculty CIE IWA staff teacher networks

IWA Programs for K-12 Underrepresented Students (2,3)					
Global-to-Local Citizenship Initiative for Milwaukee youth	X	X	X	X	Milwaukee Public Schools
Global Thematic Workshops for Grades 7-9	X		X		Rural WI school districts
Program Access Awards for Disadvantaged School Districts	X	X	X	X	School of Education
Global Library Research Experiences	X	X	X	X	students
UN Global Goals Initiative	X	X	X	X	IWA
Wisconsin Global Education Opportunity Program	X	X	X	X	UWM Faculty
Language and Cultural Programs	X	X	X	X	

CIE maximizes its reach and *cost-effectiveness* by leveraging support and cooperating with partners, enabling it to conduct more activities with greater impact and at less cost while enhancing the range and quality of programs. UWM provides extensive in-kind support for CIE's work, from full faculty and staff salaries, to an operating budget that enables IWA to offer its programs at no cost to teachers, students, and the public.

B. STAFF RESOURCES: *Qualifications of Faculty and Staff:* CIE is headed by Vice Provost Dev Venugopalan, who will serve as principal investigator for the NRC/FLAS project. He is experienced in program planning and review, curriculum development, and oversees UWM's faculty development activities through the Center for Excellence in Teaching and Learning. He is deeply involved in developing, planning, and administering CIE's academic, research, and outreach programs. With a direct reporting line to the Provost, his responsibilities give CIE regular access to deans, department chairs, and faculty, and ensure visibility for international programs including Global Studies and International Studies programs and the ability to engage faculty, administrators, and students across UWM. CIE's advisory council includes leading faculty representing curricular areas of Latin American and Caribbean Studies, languages, Global Studies, International Studies, education, and arts. Professor of Sociology and Global Studies core faculty member A. Aneesh leads the Institute of World Affairs (IWA). His research on globalization of technology and communications, business practices, and citizenship has been integral to Global Studies teaching, scholarly, and outreach activities. These faculty

administrators and the advisory council are fully committed to internationally-focused teaching, research, and outreach. More information about their qualifications is contained in the CVs.

CIE's faculty members are supported by staff who coordinate the Center's diverse programs. Those central to NRC/FLAS activities include Jeremy Booth, Associate Administrative Specialist in CIE, who assists in the programming and management of grant-funded activities that support UWM internationalization initiatives and academic programs while performing student support functions for the Global Studies degree program. Doug Savage, Assistant Director of IWA, is a founding member of the statewide council that developed Wisconsin's Global Education Achievement Certificate for high school students. His collaboration with the State Department of Public Instruction informs CIE's K-12 outreach efforts. Mark Eckman, Director of Overseas Programs, oversees all UWM education abroad efforts, from faculty development through implementation. More information about the staff supporting NRC activities is contained in the CVs.

Professional development opportunities provide important support for international studies efforts. For staff, CIE funds conference travel and skills courses; released time to participate in overseas seminars or to engage in campus or professional association service activities; and tuition reimbursement. CIE helps faculty develop grant proposals, plan and staff their conferences, and provides opportunities to conduct, present and publish their research. Since 2008 CIE and the Office of Undergraduate Research have made 118 *overseas research travel grants* totaling \$314,024, including five to China, six to Kenya, and seven to Brazil. Funds are awarded by faculty committees using peer review.

While CIE faculty and staff will play important roles in coordinating Title VI efforts, all proposed activities address priorities that CIE shares with its campus and community partners.

Several other faculty and staff from various UWM schools, colleges, the Libraries, and the diversity office will play lead roles for NRC-supported projects, as cited in **Table 2** (below).

In keeping with UWM’s strong tradition of shared governance, UWM faculty and staff comprise the *oversight committees* that are integrally involved in guiding CIE’s work, from executive committees for each academic program, to ad hoc planning groups that provide guidance and assistance for curricular and outreach projects. The Global Studies Advisory Committee has 30 members representing every college and the library and includes faculty from the languages, humanities, social sciences, sciences, and professional fields.

Table 2: NRC Project Leaders	
NRC Project Leaders	Projects
Dr. Dev Venegopalan, Vice Provost	CIE
Dr. Joan Prince, Vice Chancellor, Global Inclusion & Engagement	Global/Diversity
Dr. Chia Vang, Associate Vice Chancellor, Global Inclusion & Engagement	Global/Diversity
Dr. Anne Dressel, Director, Center for Global Health Equity, College of Nursing	Global Health
Dr. Mingyu Sun, Director, Language Resource Center, College of Letters & Science	Language Development
Dr. Caroline Seymour-Jorn, Director of Global Studies	Global Studies
Dr. Hope Longwell-Grice, Associate Dean, School of Education	Teacher Education
Dr. A. Aneesh, Director, Institute of World Affairs, CIE	K-12 Outreach, CIE
Dr. Jasmine Alinder, Associate Dean, College of Letters and Science	International Education
Ms. Marcy Bidney, Curator, American Geographical Society Library, UWM Libraries	AGSL Fellowships
Dr. Bo Zhang, Director, Professor, Educational Measurement and Statistics, Department of Educational Psychology, School of Education	Program Evaluation

UWM’s chronic underfunding means that collaborative approaches are essential to how it operates. CIE coordinates its efforts with myriad offices and committees that represent campus interests. The Language Resource Center and the Foreign Languages Advisory Group (FLAG) of language faculty/staff are chief stakeholders in the activities designed to strengthen K-16 language instruction. Global Inclusion and Engagement is a central and important partner in efforts to strengthen cross-cultural dialogue and student learning about global diversity issues, and will continue to guide efforts to engage more underrepresented students in global learning. The Center for Global Health Equity plays a key role in strengthening Global Health offerings.

UWM uses *non-discriminatory screening and recruitment practices* designed to ensure

objective evaluation and equitable treatment of candidates for employment. Applications are evaluated against a rubric. CIE actively seeks to increase diversity among its staff and Global Studies faculty applicant pools. Strategies include using national and international job registries; diversity employment listservs; journal ads; and vacancy announcements sent to newsletters and professional organizations geared to women and minorities and to HBCU and HSI international departments. Efforts include offers with competitive salaries, course load reductions, moving expenses, and support for research. Core faculty and staff associated with the Global Studies program come from a variety of backgrounds and demonstrate this commitment to diversity.

C. IMPACT AND EVALUATION: Global Studies’ *impact on UWM* has been profound. It provides students with integrated advising on internationally-focused on-campus and overseas academic opportunities, internships and careers while aligning efforts with other UWM offices to promote student success. It supports a dynamic campus life marked by internationally-focused public programs and cultural events. Global Studies’ institutional importance is all the greater because UWM lacks the strong area studies center infrastructure often found at better-funded flagship research universities, and its students often lack direct experience with individuals who have international careers. Examples of Global Studies’ impacts are in **Table 3**.

CIE’s investments in UWM’s infrastructure have yielded greater numbers of UWM students engaging in

meaningful international

learning. Not only has

Global Studies grown

rapidly to its current

enrollment of 275, but

Table 3: Global Studies Program Impact Data Snapshot	
Activity	
Global Studies Majors/Minors	109 Majors/10 Minors
Global Studies Graduates	284
“Global” area code course enrollments	15,651 credit hours
New Courses Developed/Offered	84 on-campus/15 overseas
\$\$ to faculty for course development	\$300,600
Undergraduate overseas research awards	118 students
CIE conference presentations	102 UWM faculty
CIE book series – articles and monographs	37 UWM faculty
CIE outreach programs (2016/17)	2,985 participants
CIE scholarly programs (2016/17)	418 participants
CIE co-sponsored programs (2016/17)	1,400 participants

International Studies enrollment at 154 has also increased by over 70% as a result of the expanded options and individualized advising that helps students find their best fit. Study abroad enrollments have tripled and program offerings have expanded from 30 in 13 countries to 109 in 34 countries since Global Studies' 2003 founding. Global Studies' impact can also be measured by enrollments noted in the **Course List**. In 2017/18, 448 students enrolled in the three lower-division core Global Studies courses, Global 101, 201 and 202, designed to meet general education requirements to reach many UWM students.

CIE's outreach reaches *local, regional, and national audiences* with lectures, professional development programs, film series, conferences, television and radio broadcasts, publications and internet-based resources that improve understanding of contemporary global issues. In particular, CIE's K-12 outreach programs aim to redress disparities in Wisconsin teachers and students' access to global education resources – a regional problem of national importance, given the socio-economic divisions. As

CIE's work continues to yield success, its primary national

Table 4: UWM Student Retention, Graduation Data			
	UWM	Global St.	Int'l St.
6-yr graduation (Fall 2011 entry)	41%	77.8%	67.3%
% graduates - targeted minorities	26%	19%	10.3%

contribution may be in the replicable model it provides for campus/community global education partnerships. More detail about these activities is provided in **Sections H and I**.

While these numbers underscore CIE's role as a dynamic source of international learning, they provide only a partial picture. The true measure of Global Studies' impact lies in the difference that it makes in students' lives. Its success is measured by its students' retention and graduation rates (**Table 4**), and their *graduate studies and careers* in fields that benefit from their international skill sets (**Table 5**). By 2018 77.8% of students entering UWM as Global Studies majors in 2011 had graduated, compared with UWM's overall six-year undergraduate

graduation rate of 41%.

Students from targeted US minority backgrounds comprise 19% of the 284 Global Studies degree recipients thus far. Global Studies' comparative success lies in its use of high-impact practices, from study abroad to individualized advising. With NRC and FLAS support, CIE will build on this success through activities intended to further expand under-represented students' enrollment in Global Studies.

Faculty and staff provide extensive advising regarding graduate studies options and career paths related to Global Studies fields. They stress the importance of continuing studies if students hope to achieve their career goals. Most students either matriculate into internationally focused graduate programs or obtain jobs in which they use their international studies knowledge -- many in areas of national need, including education, business, and non-profit sectors as well as national security fields, as summarized in **Table 6**.

Table 5: Global Studies Career Placements	
Post-Graduation Employment	% Grads
1. Graduate Studies in Int'l Fields	44%
2. Employed – using int'l skills	33%
3. Employed – not using int'l skills	23%
4. Unemployed	N/A

Table 6: Sample Global Studies Alumni Activities as of June 2017		
Year	Track	Study/Employment
2008	Communications	Oral English Instructor, Zhengzhou University, China
2009	Communications	Translating and Interpreting Consultant, Sin Fronteras LLC, Appleton, WI
2011	Communications	MA in Int'l Relations & Diplomacy, American Graduate School, Paris, France
2011	Communications	Development Coordinator, Centro para los Adolescentes, SanMiguel deAllende Mexico
2011	Communications	Digital Media Producer, Global Power Components, Milwaukee
2016	Communications	Community Manager, Paris, France
2016	Communications	English Teacher, Guangxi Normal University, Guilin City China
2016	Communications	Character Performer, Walt Disney World, Orlando, Florida
2016	Communications	Laboratory Technologist, Kaytee Products, Chilton, Wisconsin
2008	Management	International Sales Coordinator/Account Manager, SPSI, Milwaukee
2009	Management	US Tax Specialist, Euroclear Bank, Brussels, Belgium*
2010	Management	International Logistics Specialist, Trek Bicycle, Milwaukee
2010	Management	International Data Technician, Rockwell Automation, Milwaukee*
2012	Management	Sales Support Specialist, Brand State, Belgrade, Serbia
2013	Management	Global Public Affairs Specialist, Johnson Controls, Milwaukee
2008	Security	MSc in Health Economics, University of York, UK
2008	Security	Senior Producer, Edelman Digital, Barcelona, Spain*
2011	Security	JD/MA in Security Studies (National Security Law & Policy), Georgetown University
2012	Security	Program Analyst, US Embassy, Mexico City, US Department of State
2012	Security	Program Analyst, National Defense University, Virginia
2012	Security	Intelligence Analyst, (Undisclosed US Govt. Agency), Washington, DC
*Student from US targeted minority background		

In spring 2018, 75% of Global Studies graduates were either pursuing graduate studies in international fields or employed in positions related to their degrees. All alumni pursuing graduate studies were either enrolled in explicitly international degree programs (including some overseas) or indicated that their focus is international. A 2012 Communications graduate is currently employed by the NYU School of Business in the International Exchanges and Special Programs Unit. A 2011 Management graduate, also a student of color, was a Research Intern working on securities fraud in Chinese companies at Peking University Law School. These outcomes are all the more impressive considering UWM's student population is quite different from that at most institutions with NRC and FLAS support. By these indices, Global Studies provides a remarkable national example of what can be achieved with interdisciplinary international studies at an urban research university with an access mission.

Access to Success is a central tenet of UWM's mission. It is understood as providing *equal access* to quality education with proactive approaches to recruit and retain underrepresented students. UWM serves more undergraduates from targeted US minority backgrounds than any other Wisconsin postsecondary institution – including institutions designated as *Minority-Serving Institutions* by US/ED – and many non-traditional, older and returning students with jobs and families. The **Introduction**

provides more details about UWM's unique student population; **Table 7** shows UWM's relative racial diversity compared with other UW institutions.

Many UWM courses are offered online or in blended formats to foster access for students who work or have childcare responsibilities;

Table 7. Racial Diversity Relative to UW System 2016/17 UG Enrollment of Minority Students			
Institution	Enrolled	Minority	%
UW-Parkside	4,276	1,158	27
UW-Milwaukee	21,375	5,315	25
UW-Colleges (2-yr)	12,033	1,655	14
UW-Madison	31,407	4,058	13
UW-Green Bay	6,758	704	10
UW-Eau Claire*	10,043	737	7
UW-La Crosse*	9,737	668	7
UW-Superior*	2,365	166	7
*designated Title III- and Title V-eligible by US/ED			

the Center for Excellence in Teaching and Learning (CETL) is a national leader in online pedagogies. UWM offers extensive student support services, including a childcare center, specialized advising for students of different racial and ethnic backgrounds, and a network of multicultural programs. The Office of Central Advising (OCA) guides students with insufficient academic preparation through foundational coursework into regular college classes, enabling promising students from underfunded school systems to obtain a college education.

UWM's particular brand of diversity sets it apart from most NRC institutions and underscores the importance of CIE's Global Studies efforts. CIE serves many students who face economic and social barriers to higher education. These students particularly benefit from the world-expanding experience offered by international studies. Efforts to assist them stem from a longstanding, unwavering commitment to removing barriers to international learning. CIE's approach to study abroad employs low cost programs and cost-containment strategies, working with Financial Aid to ensure aid portability.

CIE advisors help non-traditional students complete their extensive program requirements amidst the pressures of family life and full-time employment. CIE staff help students identify scholarships and strategies to finance overseas study and internships. Each year several UWM Pell grant recipients receive Gilman Scholarships to support their study abroad, attesting to the work of CIE-affiliated faculty and staff and their commitment to empowering disadvantaged students. Consequently, students who enroll in UWM's international programs, both on campus and overseas, represent the range of diversity reflected in UWM's undergraduate student body.

Yet these successes are not enough. Wisconsin's unique circumstances – high levels of segregation along socio-economic and racial/ethnic lines exacerbated by an intensely polarized political environment – warrant an exceptional effort to overcome the disparities in access to

global learning. CIE is proposing a comprehensive plan of integrated initiatives that, with the help of its campus and community partners, will expand traditionally underrepresented students' participation in meaningful learning of languages and global issues.

Evaluation: With Title VI funds, CIE aims to expand the reach of Global Studies teaching and research, increase the global competence of K-16 educators, foster international learning for traditionally underrepresented students, and ultimately prepare students for career and graduate studies placements in fields corresponding with national needs. It will measure its success against distinct objectives, which support these goals and encompass student enrollment growth, program enrollment and course array expansion, and cascading impacts of programs.

CIE's unique administrative structure enables it to design, coordinate, and manage a ***comprehensive evaluation plan*** (Table 8, below) designed to (a) achieve measurable alignment between the grant's overarching goals, performance measures and funded activities, (b) yield a range of qualitative and quantitative data to address both national and institutional needs, and (c) incorporate external, professional evaluation expertise into every level of grant activity planning and implementation. A campus evaluation committee will provide ongoing oversight. With CIE personnel serving ex officio, the committee will be led by an ***independent project evaluator***, Bo Zhang from the UWM Consulting Office for Research Evaluation (CORE). Bo Zhang, a professor of educational measurement, has served as the lead evaluator for multiple federal grants. Along with the support of the CORE office, he will provide ***third party objectivity*** and knowledge about campus assessment and accreditation concerns. The overall evaluation plan will ensure the integrity and validity of evaluation design and coordinate data collection, management, and analysis. It will also yield timely, formative and summative, quantitative and qualitative data that will help not only monitor the progression of grant activities but also

measure the direct and cascading impacts of these activities. CIE's specific NRC grant goals, performance measures, activities, and indicators are detailed in **Table 8: Evaluation Plan**.

Table 8: EVALUATION PLAN		
Performance Measures	Supporting Activities	Data/ Indicators
GOAL 1: EXPAND REACH OF LCTL TRAINING & POSTSECONDARY GLOBAL STUDIES TEACHING AND RESEARCH		
Increase enrollments in targeted, redesigned LCTL courses by 10%.	<ul style="list-style-type: none"> ▪ Increase pedagogy and assessment training for LCTL instructors. ▪ Redesign and develop new LCTL courses ▪ Certify LCTL instructors in ACTFL OPI 	#programs/courses created # students enrolled/ participating
Provide professional development to 100+ K-16 language instructors and pre-service teachers by end of grant period	<ul style="list-style-type: none"> ▪ Organize and offer workshops on K-16 Language Teaching Methodologies ▪ Facilitate teacher certification in LCTLs ▪ Develop undergraduate digital LCTL teaching materials 	# attendees/ enrollees; Participant satisfaction surveys
Increase number of Global Studies majors and minors by 20% by year four.	<ul style="list-style-type: none"> ▪ Develop new Global Studies curriculum to enhance sustainability, security, and health tracks ▪ Disseminate information to campus advising staff ▪ Market programs to students via high school counselors and teachers, directly and through recruitment and outreach staff 	# new courses developed; # high school contacts reached # students enrolled/ Participating #new faculty teaching GS courses
GOAL 2: ENGAGE MORE UNDERREPRESENTED UNDERGRADUATES AND HIGH SCHOOL STUDENTS IN INT'L STUDIES		
Increase participation to 500+ educators and students from community and technical colleges and HSIs in globally focused courses and programs.	<ul style="list-style-type: none"> ▪ Offer Workshops on Civic Engagement and Diverse Global Perspectives with Alverno College for K-16 educators. ▪ Infuse technical and community college curriculum with Global content 	# of participants in workshops and redesigned courses # of redesigned courses
Increase by 25% number of underrepresented students enrolled in Global and International Studies courses by end of grant period.	<ul style="list-style-type: none"> ▪ Create Global Social Innovation and Entrepreneurship Programming in partnership with multicultural units ▪ Increase number of student-focused programs and events with socio-cultural programming and language departments ▪ Create an online Global Studies minor 	# of underrepresented students enrolled in courses and participating in programming; # of students in minor
Reach 1000+ 6-12 students in Milwaukee Public Schools in Global Education curricular and co-curricular programming annually by the end of the grant.	<ul style="list-style-type: none"> ▪ Develop Global-to-Local Citizenship Initiative for Milwaukee youth ▪ Support underserved high school students through WisGEO and program access funding for disadvantaged schools ▪ Create Global Library Research Experiences to build media literacy 	# students attending programs; Impact of programs through surveys
GOAL 3: INCREASE GLOBAL COMPETENCE OF K-12 EDUCATORS AND EDUCATION STUDENTS		
Enroll 10 UWM School of Education (SOE) students in newly approved Global Educator Certificate Program by end of grant period	<ul style="list-style-type: none"> ▪ Assist SOE in providing opportunities for pre-service teachers to engage in hands-on Global education experiences ▪ Assist SOE in promoting Global Educator Certificate 	#program/courses developed; # students enrolled;

Involve 200 current and future teachers in professional development for global competence by end of grant period	<ul style="list-style-type: none"> ▪ Support teacher professional development on the UN Sustainable Development Goals & Global Citizenship ▪ Expand IWA professional development offerings and participation for pre-service teachers through the Globally Engaged Educators Initiative ▪ Provide fellowships for two K-12 teachers per year to develop curriculum using the AGS Library. 	# participants; Participant satisfaction surveys and interviews, redesigned curricula
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In addition to the above measures, follow-up surveys will also be conducted to generate comprehensive outcomes data on the impacts of the newly created programs and the expanded outreach activities. The Global Studies alumni will continue to be surveyed about their graduate studies and career placements. The surveys will be redesigned to garner more information. The K-16 teacher program participants will be surveyed to collect information on depth of impact, such as applying new curricula or new approaches to teaching as a result of program participation and numbers/types of institutions and populations impacted by program participants. These surveys will supplement attendance and program satisfaction data collected with evaluations administered at the events. The campus evaluation committee will review the progress of the grant based on all the evaluative information and to provide recommendations for future grant activities. Open-ended questions will result in qualitative data as well as opportunities to identify patterns in outcomes, leading to further improvements in assessment instruments and processes. Assessment for Global Studies mirrors the structure of the degree, with clear, interrelated learning outcomes for the core courses, overseas study and internship components, and each of the five Global Studies tracks. Global Studies faculty use diverse measures to assess student learning in the degree, including embedded essay questions, semi-structured interviews, intercultural competence surveys, and personalized evaluation of (post-internship) resumes.

Outcomes assessment for student learning of languages is the one area of NRC activity outside of CIE's purview. CIE's evaluation plan encompasses measures that assess language

program strength based on enrollment growth, expansion of resources for language pedagogy (including proficiency assessment) training, and instructors' applications of that training.

CIE will administer undergraduate FLAS awards in languages whose faculty actively use four-skills, proficiency-based assessment of student learning. NRC funding for faculty development will support the consistent application of good teaching practices. Besides the learning outcomes assessment in the classroom, UWM faculty will administer the government's required FLAS pre- and post-program language proficiency assessment and will supplement this test with additional skills-oriented assessments as determined necessary by each language program upon reviewing the instrument. FLAS fellows will complete mandated pre- and post-program self-assessments of language skills and surveys regarding their placements and use of language/international training every two years for eight years after graduation. The federal survey instrument will be administered in tandem with CIE's alumni data survey, to capture complete information regarding long-term program impacts. CIE will assess the administration of FLAS awards by analyzing data on applications submitted and awards made against the FLAS selection procedures described in this proposal and the federal priorities for making awards (a) in priority LCTLs; and (b) to students who demonstrate financial need.

Use of recent evaluations: CIE's rigorous use of survey instruments to evaluate courses, study abroad programs, and alumni placements facilitates ongoing program improvement. Advising staff use study abroad surveys to improve pre-departure orientation programs and to guide new program development. Alumni data tracking enables CIE to recruit career event speakers and collect data on longer-term impacts; alumni surveys have led to an expansion of career programs and advising services. Outreach surveys have led to new models of content delivery and innovative participatory frameworks for public events and have guided IWA's

focused work on K-12 service learning. External evaluations also provide critical feedback.

The activities proposed for NRC and FLAS funding will strengthen Global Studies' already impressive track record in meeting *national needs* by producing an *improved supply* of Global Studies specialists from diverse backgrounds that are often underrepresented in Title VI-funded programs, including many for whom undergraduate admission to a highly competitive university was simply never an option. They leave UWM with advanced language skills, often in LCTLs; integrative cross-cultural competencies developed through coursework and overseas experiential learning and professional expertise in Global Communications, Health, Management, Security, Sustainability, and Urban Development – fields that support national economic, political, and human security interests. The *graduate studies and career placement* data shown in **Tables 5 and 6** illustrate their success: 219 of the 284 graduates are enrolled in graduate programs or employed in fields in which they're applying the skills gained through their Global Studies. Twenty-one Global Studies graduates are members of *Phi Beta Kappa* Honor Society.

Global Studies students also contribute to *national capacity in less commonly taught languages*. Of current majors, 45% study LCTLs, and 35% study languages identified as US/ED priorities, including Arabic, Chinese, Hebrew, Japanese, Korean, Polish, Portuguese, and Russian. With UWM's mainly Wisconsin-born, non-traditional student body, these statistics underscore CIE's success in promoting LCTL study. Proposed NRC activities and the targeted allocation of FLAS to US/ED priority languages will further expand these programs, providing more undergraduates with opportunities to attain advanced competency, and more instructors with meaningful professional development support.

Global Studies' contributions to the field are not limited to its student outcomes. CIE expands *public understanding* with outreach programs in formats that reach large audiences and

almost always focus on contemporary political, economic, and human security issues, whether in the context of training teachers to teach about them, working directly with students, or engaging business, media, or public audiences in dialogue. Its K-12 programs are particularly impactful because of the underserved audiences they engage. CIE undertakes *national dissemination* of program models and outcomes, teaching resources, and faculty scholarships through conference presentations, web-based delivery, and publications. These outcomes will be amplified through the integrated activities proposed for NRC funding.

As detailed in **Section J**, CIE will award all *FLAS fellowships* to undergraduates studying US/ED- priority languages who are planning to use their language and international studies in career fields supporting economic, political and human security in the government, business, education, and non-profit sectors. By targeting students in diverse fields, FLAS will support a range of national needs. Global Studies students' history of placing into internationally-focused graduate programs and employment in areas of national need is detailed in **Tables 5 and 6**.

D. COMMITMENT TO THE SUBJECT AREA: The core belief that global competence is best served by meaningful international learning grounded in interdisciplinary study of contemporary world languages, cultures, and issues informs UWM's approach to international studies. An international education must enable students to learn by making direct connections between global and local problems, between their own experiences and those of people in other parts of the world. UWM boasts a unique environment for global learning. In contrast to institutions where diversity and international offices are working toward separate goals, CIE and Global Inclusion & Engagement (UWM's diversity office) work in concert to foster transformative cross-cultural learning experiences grounded in the curriculum and student life.

UWM's *International Studies Major* was the first such program in Wisconsin, since 1957

preparing Wisconsin students for advanced studies and careers in international relations, languages, and cultures. The *Institute of World Affairs (IWA)* was founded in 1960 to provide community outreach; it remains Wisconsin's only World Affairs Council. The *BA in Global Studies* was established to offer students a clear connection between their academic and career goals. Since 2009 a *Global Studies Minor* allows students in any major to include overseas, language, and globalization studies in their academic plans.

The Institute of World Affairs (IWA) provides a central point for community partnerships not only for CIE, but for UWM as a whole. IWA's mission has evolved significantly since its establishment almost six decades ago. While programming for the general public remains part of its portfolio, over the last several years the institute has become central to UWM's global education outreach to area educators and youth. The institute has become an important strategic partner to both the state Department of Public Instruction and Milwaukee Public Schools. IWA has also developed innovative collaborations with the university's School of Education, providing opportunities for pre-service teachers to develop curricular resources and meaningfully engage with K-12 students prior to their placement in the classroom.

CIE works with Global Studies to ensure that the program is integrally connected to UWM study abroad, partnership development, faculty development, co-curricular and outreach activities. Its position within the university ensures CIE's engagement with initiatives fostering student access, inclusion, and success. Under faculty oversight, 14 staff and a graduate assistant coordinate on-campus and overseas academic, research, and outreach programs. Two more staff manage UWM's 186 *linkages* (including 61 active undergraduate mobility agreements) with universities in 45 countries. Four CIE staff offer business, personnel, and IT support.

UWM's commitment to international education access is underscored by its ongoing support

for the K-12 and public *outreach activities* of IWA, CIE’s outreach office. Four full-time staff and a faculty director create and offer programs that enable off-campus communities and partners to benefit from UWM’s international education resources. IWA’s funding has been maintained despite repeated state budget cuts that have deeply impacted UWM.

For *CIE’s NRC-related operations*, UWM provides \$2,328,521 annually, \$62,000 for scholarships, \$1m. for library support, and 11 Global Studies faculty lines (Table 9). The serious commitment demonstrated by this funding level is better understood in the context of UWM’s overall budget. UWM receives far less state

Table 9: UWM Support for Global and International Studies Activities	
Activity	Spent
CIE NRC-Related Expenses:	
Academic/Research Programs	\$145,112
Outreach (IWA)	\$254,780
Study Abroad	\$502,768
Partnerships/Linkages Abroad	\$100,163
Business/Personnel/IT Support	\$263,698
UG Scholarships/Fellowships	\$62,000
Library Resources (est.)	\$1,000,000
TOTAL:	\$2,328,521

support than Wisconsin’s other doctoral university, UW-Madison and its extramural funding pales in comparison. UWM’s investment in Global Studies academic, research, and outreach initiatives represents a concerted, sustained effort to build global competency.

Eleven *faculty lines* in Letters & Science (L&S), Business, and the Arts carry formal Global Studies obligations. Many more faculty from every school voluntarily affiliate with Global Studies, teaching its core as well as related courses in their home departments and participating in scholarly conferences and colloquia, K-12 and public programs: 122 participated in the BA degree’s development, alone. UWM lacks the infrastructure provided by area studies centers and institutes at better-funded universities, and so Global Studies provides an important, engaging intellectual home for UWM’s internationally focused scholars. *UWM Libraries* staff work with CIE to ensure that the collections supporting Global Studies are comprehensive. Global Studies faculty identify purchasing priorities, and the staffs work together to ensure that needs are met, whether through the Libraries’ budget or through CIE’s.

Together with Financial Aid, Global Inclusion and Engagement, and the Office of Undergraduate Research, CIE provides *international studies scholarships* to about 175 undergraduates each year. This includes \$100k in need-based Study Abroad Grants; \$20k in Study Abroad Diversity Scholarships for first-generation college students, students from targeted US minorities, and students with disabilities; Undergraduate Overseas Research support of \$30k; a \$1000 Global Studies Overseas Internship Award; and \$4000 in merit-based Klotsche Scholarships to Global Studies and IS majors. Scholarships are critically important to UWM students. The opportunity presented by FLAS Fellowships to forego working while focusing on languages and international coursework, at UWM and abroad, will be a gift to students, an investment in their futures and in national global competence.

E. STRENGTH OF LIBRARY: UWM library holds a plethora of resources more than sufficient to support undergraduate international studies teaching and research. As part of the UW System, students have access to one of the nation's largest library collections, with over six million printed volumes, 87,000 serial titles, and millions of resources in various formats. The UWM Libraries, the second largest research library in Wisconsin, hold 5.4 million catalogued items.

Materials relevant to international studies exceed one million items in English and other languages, including print, electronic, and streaming media. Strengths include collections in diplomacy and foreign affairs, international organization, economics, development studies, and social and cultural change, as well as those focusing on Europe, Latin America, and Asia. International Digital Collections include over 130,000 photographic images, maps, and books drawn from the American Geographical Society Library, the Archives, and Special Collections. Over 50 bibliographic databases support Global Studies, with materials covering diverse subjects

such as business, architecture, city planning, geography, geology and ecology, political, social and economic issues, and engineering and technology.

Unique to UWM is the American Geographical Society Library (AGSL), a premier collection of over 1.28 million items, including maps, atlases, books, periodicals, photographic images, and digital data files. The AGSL is a frequent CIE partner, hosting visiting delegations and offering scholarly programs for the campus community. The AGSL boasts a wide range of rare resources supporting international studies instruction, research, and outreach. Its scope is worldwide with coverage from the 15th century to the present; its resources have been used to produce an ongoing series of digital collections, including an award-winning collection on Afghanistan, a comprehensive collection highlighting world transportation, collections featuring unique photographic documentation of Tibet, the Republic of Georgia, Korea, and World War II Poland, and a series on cities of the world. Recent acquisitions have greatly enhanced resources for China, Latin America, Southeast Asia, and the Arctic. The AGSL hosts visiting scholars from across the US and around the world. With this proposal, CIE seeks to make this national resource more widely accessible by funding digital library projects of value to the community interested in global and international issues and by offering ***AGSL Fellowships to K-12 public school teachers*** to use the AGSL to enhance their current curriculum or to use the collections to build new, globally focused curriculum. In 2016/17, UWM expended more than \$1,000,000 for internationally focused resources in all formats; salaries for staff throughout the UWM Libraries who directly support international studies are estimated at \$300,000. Materials not located at the UWM Libraries are available through cooperative arrangements providing online delivery and interlibrary loan options, with access to the libraries of local and regional universities, the UW System, and libraries worldwide. These arrangements provide reciprocal access to UWM

collections to students and faculty across the US. As a public institution, the UWM Libraries serve the general public, including K-12 students and teachers, providing research assistance to visitors, welcoming them to tours, workshops, and other public events. An Outreach & Community Engagement Librarian provides targeted services to off-campus groups. Community access is also available through membership in the Friends of the Golda Meir Libraries, offering access benefits to its members.

F. NON-LANGUAGE INSTRUCTIONAL PROGRAM: UWM offers internationally focused, degree-relevant on-campus and overseas courses in each of its schools and colleges, as well as unique interdisciplinary courses that anchor the Global Studies curriculum and connect faculty across campus. Many courses are offered online or evenings, to accommodate non-traditional students.

The **Course List** reflects the *diversity and depth* of international studies teaching, with 439 unique, non-language courses offered by faculty, staff and TAs in 60 disciplines between 2016/17 and 2017/18. Courses that support globalization/transnational studies are shaded BLUE. Descriptions are provided for those whose international content is not clear from the title, and for all core Global Studies courses. Of the non-language courses, more than half are fully focused on international themes, and another third have a primarily (50% or greater) international focus.

Within **Letters & Science**, transnational themes of *migration, culture, and diaspora; global economy; international organization; language and intercultural communication; media and society; power and identity; and cultural diversity* are most evident in offerings in Africology, Anthropology, Communication, Comparative Literature, Economics, Geography, History, Journalism, Political Science, and Sociology as well as in Women's and Ethnic Studies. Transnational themes are also prevalent in courses offered by UWM's *professional schools*.

Architecture examines the contemporary and historical influences of culture, population shifts, and natural resources on built environments. It maintains active overseas study sites that ensure virtually all majors complete a studio course abroad. *Information Studies* courses address issues of access, property, local context, and resource disparities in a world marked by a global information divide. *Business* teaches about globalization across its curriculum, as the business world's context and management strategies respond to the realities of the global marketplace. Each of these schools co-sponsors the Global Studies degree, through which its students also enroll in international courses offered by Global Studies and in L&S departments.

Cross-campus collaboration coordinated by the *College of Nursing* has yielded courses and programs in health-related fields, including a Global Health Certificate and Master's in Sustainable Peacebuilding (MSP). UWM has built on this momentum with a new Global Studies/Global Health track developed with past NRC support. With this support we strengthened on-campus and overseas offerings in Health and Education. We will continue to build curricular pathways fostering Global Studies students' matriculation into related professional Masters' programs. Students in the Global Studies/Global Health track will have access to new courses in water studies, including water and health-related issues.

CIE's collaboration with the *School of Education* and the Center for Latin American and Caribbean Studies has resulted in a new Global Educator's Certificate for undergraduate pre-service teachers. Designed during the previous Title VI cycle, the certificate was approved in spring 2018. A graduate option is now in development.

Through its *interdisciplinary* "Global" curricular area code, Global Studies offers lower level courses covering theories and concepts of globalization and specialized upper division courses relating to the themes of its six tracks: Communications, Health, Management, Security,

Sustainability, and Urban Development. Located on the first three pages of the **Course List**, these courses were developed by teams of faculty to incorporate perspectives from across disciplines. Interdisciplinary international courses are offered across a range of departments and programs and through International Studies, which draws heavily on departmental offerings. International Studies' Senior Seminar features transnational topics to serve both International and Global Studies students' need for a clear understanding of pathways to international careers.

As reflected in **the CVs**, *at least 221 faculty and lecturers* currently teach and conduct research on international topics in a wide range of non-language disciplines, and 71 are engaged fully in internationally-focused work. Of those, 11 have formal Global Studies commitments; many more actively participate in Global Studies' teaching, research, and outreach programs.

UWM's Center for Excellence in Teaching and Learning (CETL) works with faculty to develop and implement assessment plans and provide *training for instructors*, with programs on the scholarship of teaching and learning. UWM's award-winning CETL offers further training to ensure optimal use of instructional technologies and best practices in online teaching

Most of our Global and International studies faculty teach in "Areas of National Need" with world region specialties in Africa, Central/ Inner Asia, East Asia, Middle East, South Asia, Russia/ East Europe and Western Hemisphere. Proposed activities feature water-related initiatives that will develop interdisciplinary study of water in our Global and International studies courses and faculty research. UWM is well placed to develop interdisciplinary water-related research and courses, as it is situated on the shores of Lake Michigan and has the only School of Freshwater Studies in the United States, including its Great Lakes Institute. These grant activities are designed to attract faculty from diverse fields such as history, geography, political science, health, water science, environmental engineering and others. These new water-

related courses will offer students curriculum from socio-cultural, political, economic, or geographic points of view, as opposed to the more specifically water scientific focus. By involving faculty from diverse disciplinary perspectives, GS will encourage debates on political, economic, cultural and historical matters related to current global water security issues. This new programming in interdisciplinary water studies will provide our students with water-related expertise in diverse fields ranging from K-12 education to non-profit, government and foreign service careers.

Water security issues are of utmost concern in several of the Areas of National Need.

Water scarcity affects more than half the world's population and more than half the world's countries share a watershed that is in extreme water stress. Water scarcity, prominent in most of the Areas of National Need, has a negative impact on transboundary security, public health, food and energy production, gender equity, economic development, and environmental sustainability. The interdisciplinary study of critical water issues is essential for learning to solve water-related problems from multiple perspectives, and to train students to address complex and interdependent problems. The fact that we have faculty with language expertise in multiple areas of national need will help us train emerging scholars in the field of water scholarship. Dr. Jenny Kehl, Associate Professor in the School of Freshwater Sciences, studies water scarcity and the way in which it leads to and worsens political conflict in several regions globally. Nan Kim, Associate Professor of History and Public History Program Director, is working on a transnational water-related project about the civilian nuclear-energy program in South Korea and a comparative history of anti-nuclear activism in South Korea and the region.

NRC funds will help **Faculty Develop Water Mini-Courses**. The School of Freshwater Sciences (SFS) faculty will offer mini-courses to our Global and International faculty to educate

them on water issues and help them to incorporate water scholarship into their courses. We will provide course development support to SFS faculty to offer these mini-courses to faculty in other UWM units, including political science, history, public health, geography, among others.

Global Studies will **enhance tracks, in Sustainability, Security and Health**, to include more interdisciplinary courses on water. These are all successful and well-enrolled tracks; however, matters of global sustainability, security and health all rely on understanding water issues. International and Global Studies faculty from across campus will develop water-related courses or new components to existing courses. Potential courses include “Literature and Water,” “Children and Water,” “Human Rights and Water,” and “Water in International Disputes.” Global Studies plans to make an **online version of the Global Studies Minor** to increase access to this popular and important minor, with grant support for course development. **Library acquisitions** will support newly developed courses in these areas and language fields.

Career development remains a focal point of the Global Studies degree program with an overseas credit-bearing internship a graduation requirement. This dynamic requirement makes Global Studies truly unique in the nation, as students graduate with international work experience already on their resumes. This applied experience draws together years of preparation in language study and global curriculum, literally putting those skills to work around the globe in a variety of companies, non-profits, and other organizations. Students prepare for their internships through one on one advising and through an optional careers course, Introduction to International Careers, open to all majors. Upon the completion of the overseas internship students prepare a comprehensive portfolio assignment.

In order to reach more UWM students and prepare our undergraduates for a global workplace, a **course re-design of Introduction to International Careers** is essential to keep the

course current and relevant. This re-design will include a service-learning component, requiring students to work in the multicultural Milwaukee community in an organization with an international focus. This experience will be tied back to course themes and will act as a preparatory overseas internship experience. Leadership and cross-cultural communication components will help students in this class to uncover their own leadership styles, expectations, and biases before attempting to navigate a workplace in another culture.

Often the biggest barrier to completing an **overseas internship** for our students is finding one. As workforce development initiatives become ever more important and higher education seeks to support these initiatives by providing students more opportunities to not only build skills but also gain practical job experience, interdisciplinary programs like Global Studies with mandatory internship experiences will become the norm. Relationship building with vendors and more formal partnerships with businesses and other organizations would be an asset to the program and to the student body at large. These relationships would help students find internships more quickly and partnerships would ensure more quality control, customization, and support for the experiences. This initiative will include periodic site visits from UWM staff to top internship locations and create partnerships where internship experiences are currently difficult to attain, particularly in Asia. Developing a formal post-assessment for the internship experience will benefit students by helping them to make meaning of the experience to better articulate gained skills and experiences for future resumes, cover letters, and interviews.

Global and International Studies faculty have expressed the desire to discuss the current state of the relationship between these two programs, how to make them work more effectively together or possibly combine them. Consequently, a **summit on campus** will be organized in the fall of 2018 to discuss the future of both of these fields, with external experts to facilitate

thinking about the relation between Global and International Studies. GS and CETL will hold a special **pedagogy seminar** annually for Faculty who teach in Global Studies.

G. LANGUAGE INSTRUCTIONAL PROGRAM: UWM offers Wisconsin students and residents exceptional language study opportunities. The language programs offer a significant percentage of all internationally focused courses available at UWM. [The **Course List** provides more information on specific language courses and enrollments.] The number of programs, the number offered through advanced levels, the opportunities to major in less commonly taught languages (LCTLs), and the diverse language course array is second in Wisconsin only to UW-Madison's, whose selective admissions policies limit access to only very high achieving Wisconsin residents. UWM's open admissions ensure that all high school graduates wishing to study languages may do so, as degree-seeking or as non-degree students.

Of *17 languages* UWM offers, seven provide a full eight semesters of sequenced language acquisition, as well as advanced literature and culture courses. Fifteen may be studied through the advanced level via study abroad programs that are initiated, monitored, and evaluated by the faculty as part of their programs' curricula, such as those established under partnerships with AMIDEAST, the Mandarin Training Center, and the Eurocentres Language Schools. Language study and acquisition is further supported by a deep array of Linguistics and Translation courses. These offerings, shown in **Table 10**, meet the needs of most UWM undergraduates and include vital and growing LCTL programs, such as Arabic, Chinese, Japanese, Portuguese, and Russian. Arabic illustrates UWM's approach to building language programs, more than doubling in size and course offerings since a new faculty member was hired in 2006 with CIE seed money. The new faculty member and the Middle East/North African Studies faculty developed an integrated curriculum, co-curriculum, and study abroad program, supported through teacher training

programs and outreach to K-12 schools. UWM Arabic enrollments now rival leading Midwest programs. With NRC support, **seed funding for a faculty hire in Chinese** will similarly help grow student-access to Chinese language and area studies at a critical time with the opening of a new complex by Taiwanese-owned technology firm Foxconn.

Table10: UWM Language Programs: 2017/18 Enrollments # Semesters Offered; # Faculty/Lecturers/TAs; Major/Minor/Certificate offered						
Language	sem	fac	lec	TA	M/m/c	Enroll
Arabic	6	0	2	1	m/c	83
Chinese	8	0	3	0	M/m/c	239
French	8+	4	3	4	M/m/c	695
Gaelic	4+	0	1	0	c	33
German	8+	2.5	5.5	2	M/m/c	594
Greek	4	3	2	0	M/m/c	28
Hebrew	4+	1	2.5	0	M/m	65
Hmong	2+	0	1	0	c	31
Italian	8+	2	5	0	M/m	684
Japanese	8+	1	6	0	M/m/c	401
Korean	4	1	1	0	c	89
Latin	4	3	2	0	M/m/c	59
Polish	4	1	0	0	c	11
Portuguese	4+	0	1	0	m	104
Russian	8+	1	2	1	M/m/c	245
Spanish	8+	6	11	13	MA/M 2 m/c	1999
Swedish	4	0	.5	0	c	44
TOTAL		25.5	48.5	21		5,404
+ = additional semesters as independent study or study abroad M = Major; m = minor; c = part of area studies certificate						

Recurring state budget cuts and pressure to maximize enrollments have limited UWM's ability to offer on-campus courses taught in *languages outside of the language departments*. Instead, language faculty offer advanced language courses on a range of interdisciplinary subjects, such as *Chinese 320: Contemporary Chinese Societies through Film; Chinese 441: Business Chinese; German 415:*

German Civilization. Portuguese 360: Brazilian Culture is a sixth-semester language course that addresses culture topics such as cinema or music. French, Italian, and Spanish offer courses on food and culture. French, Italian, and Portuguese offer *Intensive Weekend Immersion* courses focusing on contemporary issues. Chinese, French, German, Japanese, Russian, and Spanish offer language courses for professional use, including a two-semester sequence of *Spanish for Health Professionals*. These explore overseas workplace practices and contribute to UWM's Minors in Business French, Spanish, and German.

Many opportunities for students to apply their languages to non-language learning are offered

through UWM's overseas curriculum. Winter and summer programs enable undergraduates to study non-language subjects in a foreign language. Opportunities like the *China Studies Institute* in Beijing; the *International Summer University* in Marburg, Germany; the *Summer School of Polish Language and Culture* in Lublin, Poland; the *Oideas Gael* language, history and culture program in Gleann Cholm Cille, Ireland; the *International Industrial Academic Leadership* experience offered in partnership with Foxconn Industries and Chung Yuan Christian University in Taiwan; *Language, Culture and Business in Galicia*; and the Madrid-based *A Survey of Spain* are all emblematic of the ways in which education abroad programs at UWM incorporate subject-matter learning into programs in which English is not the language of instruction.

Language courses are taught or overseen by **25.5 faculty and 48.5 lecturers** (Table 10) in Foreign Languages & Literatures; French, Italian & Comparative Literature; Spanish & Portuguese; and Linguistics. Class enrollments are capped and new sections are opened to meet student demand. Faculty and staff in Arabic, Chinese, French, German, Korean, Japanese, Russian, Portuguese, and Spanish either studied second language acquisition or linguistics or had training in *performance-based assessment methodologies*. Funds will be used to **increase the number of LCTL instructors who are certified to give ACTFL Oral Proficiency Interviews**. **Professional development travel** will also strengthen LCTL faculty's use of current pedagogies and assessment methods. In addition, **new courses** in intermediate and advanced LCTLs and languages across the curriculum will help more students attain higher levels of language proficiency, as will opportunities to practice language in co-curricular **sociocultural programs**.

The *Language Resource Center (LRC)*, which is under the direction of second language acquisition and instructional technology specialist Dr. Mingyu Sun, will provide **workshops on K-16** language teaching and assessment methods for Wisconsin K-12 and postsecondary

language teachers.

Graduate programs in Language & Literature, Linguistics, and Translation ensure a supply of native speakers who support undergraduate instruction while completing advanced studies in language acquisition. *New TAs* enroll in a course on performance-based instruction as well as a seminar on second language acquisition and lessons for pedagogy. The LRC provides a training program on teaching language with technology that encompasses workshops, course material and curriculum development, and conference presentations.

Languages are taught with a *focus on proficiency in* the four basic skills (reading, writing, speaking, and listening) and also on increasing awareness and understanding of culture. Language programs target

Table 11: Language Program Performance Expectations		
Level	Learning outcome (Listening, Speaking, Reading, Writing)	Assessment methods (examples)
Sem. 1	Novice Mid	interview, exam, essay, video project, skit presentation, speech project
Sem. 2	Novice High	
Sem. 3	Intermediate Low	
Sem. 4	Intermediate Mid	
Sem. 5	Intermediate High	portfolio, writing journal, exam, essay/rewrite, video project, presentation
Sem. 6	Intermediate High	
Sem. 7	Adv. Low (LS); Inter. High (RW)	
Sem. 8	Advanced Low*	
* Japanese expects Adv. Low (LS); Inter. High (RW) in Sem. 8		

their performance expectations for each semester of instruction to the ACTFL scale (**Table 11**).

Table 12, based on the ACTFL standards of language acquisitions based on contact hours, shows level IV languages that include Arabic, Chinese, Japanese and Korean.

Russian and Polish are considered level III language and would progress quickly but at UWM there are fewer contact hours for second, third and fourth year language classes for these language so the progress is at approximately the same rate.

Table 12: Language Program Performance Expectations for Level IV languages (Arabic, Chinese, Japanese, and Korean)		
Level	Learning outcomes (Listening, Speaking, Reading, Writing)	Assessment methods (examples)
Sem. 1	Novice Mid	interview, exam, essay, video project, skit presentation, speech project
Sem. 2	Novice Mid	
Sem. 3	Novice High	
Sem. 4	Intermediate Low	
Sem. 5	Intermediate Low	portfolio, writing journal, exam, essay/rewrite, video project, presentation
Sem. 6	Intermediate Mid	
Sem. 7	Intermediate Mid	
Sem. 8	Intermediate High	
Level III languages (Russian and Polish) progress more quickly but have fewer contact hours in 2 nd 3 rd and 4 th year language classes.		

Cooperative, inductive, active learning is encouraged through group and pair activities in which students “discover” rather than “memorize” vocabulary, grammar, and information about target cultures. Language input derives primarily from authentic sources in a variety of media, and language production is facilitated by creating real-life situations requiring students to negotiate meaning. Student proficiency is evaluated holistically at several points (e.g. after two years; at the end of the major). Productive and receptive skills are evaluated in each course through proficiency-oriented achievement testing.

The *Language Resource Center* ensures that teaching adapts current best practices. It is home to five specialized language labs supporting ESL testing, video production, audio recording, distance learning, and faculty development, two general labs equipped with Smart Boards, and five Smart Language Classrooms. The LRC creates learning activities and assessment tools for classroom use, provides a wealth of resources for student practice, and produces supplemental materials that expand on texts, such as digital audio and video materials. Undergraduate students play a vital role in the LRC’s development of digital instructional resources. Supervised by language faculty, students have undertaken language research and development projects yielding, for example, digital resources on Dialectical Variation in the Arab World, an Online Hebrew Vocabulary Pronunciation Tutorial, an Interactive Multimedia Spanish Exercise Bank, and research on Expanding L2 Knowledge and Increasing Accuracy through Japanese Collocations and E-learning Strategies for Vocabulary and Grammar Acquisition. LRC-produced materials are housed on language-specific websites, readily available to students, and integrated into the language programs’ curricula. The LRC will expand with *NRC support for student salary and dedicated undergraduate research*.

UWM’s *language requirements* are seat time rather than explicit proficiency requirements.

All undergraduates complete at least two semesters. L&S students need four semesters, they also choose from three more semesters of language at the intermediate level or above; three courses with international content; or a combination of language and international courses. The Global Studies BA requires eight semesters of language study.

H. CURRICULUM DESIGN: CIE plays an important role in supporting the Global Studies Major and the International Studies Major, as it supports Global and International Studies students study abroad and internship programs. The Center serves as a central meeting place for these programs, providing space for the Director and Assistant Director of Global and International Studies and for Global/International Studies Advisory Board members to meet and have crucial conversations about programming, student activities and student outcomes. Of the programs supported by CIE, Global Studies is the most expansive and popular. With six tracks in which students focus their studies (**Table 13**), the **BA in Global Studies** offers a blend of academic and experiential training that has proven deeply relevant to UWM students' learning and career goals. Conferred by Letters & Science, Architecture & Urban Planning, Business, and Information Studies, the BA combines the strengths of liberal arts and professional studies with opportunities to develop competencies for understanding global trends, processes and impacts. CIE also supports four Certificate Programs as many of the students in these certificates participate in the Study Abroad activities coordinated by CIE.

The degree's success is a lesson in not underestimating UWM students. When the BA was developed, many were skeptical that Global Studies could require extensive language study, overseas study and internships and still attract students from among UWM's student population.

Table 13: BA in Global Studies
Track and Upper Division Core Course Emphases:
Global Communications: <i>explores relevance of language and culture in understanding innovations in and applications of IT, technology's impact in today's world, and technical competencies relevant to various careers</i>

Global Health <i>explores intersections between science, public policy, and practice in understanding challenges of poverty, disease prevention, and healthcare delivery systems</i>
Global Management: <i>focuses on globalization's impact on business contexts and practices, implications for private and public sectors, globalization's role in economic development</i>
Global Security: <i>examines conditions shaping political, economic, environmental, and human security; explores health, environment, human rights, peace building, social movements, migration, race, gender, ethnicity</i>
Global Sustainability : <i>with a basis in international conservation and environmental studies, explores the intersections between science, management, and policy in systems approaches to sustainable development</i>
Global Urban Development : <i>explores global dimensions and local variations of urbanism, urbanization, architecture, history and economy of cities, causes and implications of urban growth, planning, development</i>

All Global Studies students complete *core requirements* outlined in **Table 14**. Coursework exploring various dimensions of globalization, eight semesters of language, a semester abroad, and an overseas internship enable students to develop intellectual competencies and a knowledge base that serve as a strong foundation for graduate studies or entry-level jobs in the student's chosen field.

While completing professional studies for their tracks, students take three courses on globalization and its impact on society and government, economics and the environment, and technology. Majors then take three advanced interdisciplinary courses within their tracks, noted in the **Course List**. Graduates have generally met standard prerequisites for admission to graduate programs in their track's related field. Each core "Global" course was designed with specific cross-disciplinary learning goals and integrated assessment strategies to which faculty align and teach their syllabi, using their own approaches and subject expertise. This commitment to learning outcomes assessment is an essential feature of the degree, addressed in **Section C**.

The *language requirement* is designed as a semester rather than a proficiency requirement to promote multilingualism and the study of less commonly taught languages, several of which UWM does not offer through Semester 8. Over

Table 14: Curriculum Overview	
Core Requirements	Cr
Lower Division Core Courses:	
Global 101: People & Politics	3
Global 201: Economics & the Environment	3
Global 202: Globalization & Technology	3
World Regions Course	3
Upper Division Core Courses: special for each track	6
Professional Studies Courses (vary by track)	
Language Courses (8 semesters – # credits vary)	
Study Abroad – 1 semester	12
Overseas Internship – 160 hours, acad. supervision	3
Capstone Seminar: specialized for each track	3

45% of majors study LCTLs, and about 20% study two languages – one they studied previously and continue with, and a second they begin at UWM. The semester of study abroad helps these students attain higher proficiency levels in their second languages than might have been the case if they had stayed in Milwaukee.

Global Studies’ mandatory overseas study and internships are essential academic experiences contributing to attainment of the degree’s cross-cultural competency goals and are high impact practices proven to promote student retention. Students typically complete both the semester abroad and internship in a country in which the language they have studied is spoken. The internship requires 160 work hours in a field related to the student’s track. Students plan their internships with a CIE advisor, identifying their own learning goals and placements, which they secure on their own. While abroad, they enroll in a three-credit online internship course through which they share their experiences and complete self-reflective assignments assessing their experiences against their goals. **Table 15** provides examples of recent students’ internships.

For most Global Studies students, studying abroad is their first overseas experience, and a life changing one. A 2017 graduate who completed the Japanese BA and Asian Studies Certificate is now teaching in Japan on the Japan Exchange and Teaching program. She writes, “This degree has given me a bridge to the world and the vast opportunities it has to offer. It has also provided me an atlas for interpreting my place within the world and alongside others. I hope to utilize all I’ve learned at the University of Wisconsin-Milwaukee to keep moving forward professionally and academically, but also utilize my education as a tool for ambassadorship.”

Table 15: Global Studies Internships – examples		
Track	Employer	Project
Communications	Instituto Franklin, Spain	Translation (Spanish to English), produced videos, maintained social media
	Discover Morocco, Morocco	Social media coordination, blogging

Management	Dunamis Foundation, Ecuador	Developed and implemented a strategic plan for fundraising, trained host country colleagues in U.S. fundraising practices and grant writing
Security	Plan A Earth, Germany Innovative Urban Green, China	Managed social media, created professional connections in the Berlin area and abroad with similar organizations, planned and facilitated educational events Researched and compared Chinese and other international environmental research trends, researched security concerns on climate change and ways to make urban-based projects green
Sustainability	Laguna Bacalar Institute, Mexico Border City Urban Farms, Canada	Research assistant in biological aspect of the Bacalar region Educator in urban agriculture; cultivated urban crops
Urban Development	Aldeas de Paz, Dominican Republic	Organized youth development projects; community development and outreach

A **Global Studies Major (109 enrolled) and Minor (10 enrolled)** encourage students from every UWM major to engage in international learning. The program, flexible to reach students from fields where curricula are heavily proscribed, requires at least four semesters of language, two Global Studies lower division core courses, two upper division Global content electives, and three credits of study abroad.

The **International Studies (IS) Major/Minor** has 100 majors and 12 minors, over 30% of whom study less commonly taught languages. The IS major continues to be very popular, with steady enrollments. **Table 16** provides an overview of IS and the area studies certificate programs CIE supports. Other UWM departments offer additional internationally focused

Table 16: Other CIE-Supported Undergraduate Academic Programs		
Program	Tracks/Emphases	Requirements
International Studies Major and Minor	Int'l Politics & World Affairs Int'l Economics & Development World Languages & Cultures	Min. 14 cr. Language; micro-, macro-economics; political science; history; geography; statistics/data analysis; 36 cr. in track courses; IS Senior Seminar
Asian Studies Certificate	General Asian Studies Asian Studies/Language Focus	Min. 12 cr. Language; core course; 15 cr. electives
French & Francophone Studies Certificate	French and Francophone history, politics, culture	Min. 9 cr. Advanced Language; 3 cr. humanities; 6 cr. social sciences; 6 cr. Europe-centered courses; 6 cr. non-Europe Francophone courses
Middle East & N. African Studies Certificate	MENA languages, history, culture	Min. 8 cr. Language; Islamic civilization; 12 cr. electives
Russian & East European Studies Certificate	General REES REES/Language Focus	Min. 4 sem. Language; 9 or 19 cr. REES electives

majors, minors, and certificates, including area studies programs that provide opportunities for Global and International Studies students to achieve greater depth of regional expertise.

Academic and career advising is an essential piece of these programs' and their students' success. The programs' advisory committees and faculty coordinators are aided by both a new Director and Assistant Director of Global and International Studies, with offices in CIE. In addition, a new dedicated advisor in the College of Letters & Science guides students to the programs that best meet their needs, explains requirements and assists with course selection. The directors and advisor share academic, co-curricular, and funding opportunities via listservs, Facebook and LinkedIn, help students apply for study abroad and scholarships, develop their resumes and cover letters for internships, and coordinate visits and panel talks related to graduate studies, for which the faculty are the primary advisors. Career programming is essential and expansive because many UWM students have no prior experience with international career paths. The new Assistant Director will continue to offer an International Careers course incorporating aptitude inventories and discussions with professionals in a variety of fields and will also coordinate a *Careers Across the Map* speaker series.

CIE offers on average 60 semester-long and 50 short-term *study abroad programs* in 34 countries to 600 students annually, triple the enrollment at CIE's founding in 2000. CIE also coordinates a travel awards program for undergraduates to conduct faculty-supervised research projects overseas, with 118 undergraduate overseas research awards totaling \$314,024. UWM undergraduates can study, intern, and conduct research in China, Ghana, Jordan, India, Korea, Peru, and Thailand, among other sites.

Three study abroad coordinators support students throughout the process of site selection, registration, and credit transfer. One coordinator provides the same support for programs outside

of CIE's affiliated programs, ensuring that students have access to a full range of options to meet their individual needs. CIE's in-house advising and *policy of facilitating access* to other institutions' programs are helpful to Global Studies students, given their academic requirements.

Cost is a significant concern for UWM students. Financial aid is portable, and students apply theirs toward study abroad. CIE develops Financial Aid budgets tailored to each program so that students receive the maximum aid allowable. UWM does not charge tuition for study abroad credits, and CIE offers many low-cost exchanges. CIE also helps Financial Aid administer \$158k per year in need-based scholarships, split among 159 students in the 2017-18 academic year, administers \$20,000 in Diversity Scholarships for study abroad with Global Inclusion & Engagement, and helps students locate and apply for external funding. Each year UWM students receive NSEP Boren Awards for studies in critical world areas and Gilman Scholarships for Pell Grant recipients.

I. OUTREACH ACTIVITIES: A founding principle of the University of Wisconsin system is the *Wisconsin Idea*. Embraced by university leaders for over a century, it is a philosophy anchored in the belief that the resources of the university should be applied to solve problems and improve the health, opportunity and quality of life for all citizens of the state. UWM's ongoing commitment to this philosophy was recognized by the Carnegie Foundation for the Advancement of Teaching in 2015, when it designated the institution as a Center for Community Engagement and as an Economic Development Institution in 2018. Notably, UWM was one of just 29 research universities to be selected, reflecting the rare dual commitment to both academic research at the highest level and robust engagement with a diverse array of community partners.

Since its founding, CIE has embraced the notion that global education partnerships beyond the confines of the campus are essential and mutually beneficial. Through the Institute of

World Affairs (IWA), the center maintains a vibrant network of relationships with groups and institutions serving K-12 students and educators, business, media and the general public. The institute also serves as Wisconsin's affiliate of the World Affairs Councils of America, providing access to a national network of speakers and other resources.

Table 17 [below] provides examples of IWA programming that involves over 2500 participants in 25-30 events annually, ranging from individual public lectures to multi-day teacher workshops to a summer residential leadership institute for high school students. Collaborations with public radio and television and with the *Milwaukee Journal-Sentinel*, Wisconsin's largest circulating newspaper, provide media access to guest speakers and UWM faculty specializing in international issues. CIE staff work closely with the Milwaukee Metropolitan Association of Commerce's World Trade Association on international business programming for local employers. IWA reaches audiences beyond Wisconsin by using technology to broaden access, engaging in national dissemination, and drawing participants from around the country and the world. A dedicated YouTube channel viewed in over 180 countries features hundreds of episodes of IWA's weekly public television program, *International Focus*. However, the main focus of CIE's outreach – and its most important work – remains in Wisconsin and especially in Milwaukee, where there is so much to be done. Budget cuts in Wisconsin's largest school district, Milwaukee Public Schools, have led to greatly diminished high school course and co-curricular offerings. This reality makes it effectively impossible for the vast majority of students in the state's largest urban school district to explore and prepare for academic pathways and careers in a global context. These children, 89% of whom are students of color, with 79% considered economically disadvantaged under federal guidelines, are largely denied these opportunities due not to lack of interest or effort, but rather to their zip code.

To address this challenge, IWA has partnered with MPS on a Global-to-Local Service-Learning Initiative. Through professional development programs for teachers, curricular support, and student workshops, the initiative has assisted classrooms in drawing connections between global and local challenges and applying classroom learning to address these challenges. In 2016, this initiative was featured at the Council of Europe's World Forum for Democracy in Strasbourg, France as an Innovation for Democracy.

As an outgrowth of this service-learning work within Milwaukee Public Schools, a joint

Table 17: CIE Outreach Programs and Audiences		
Activity	Audience	Focus
Prof'l. devel. workshops	K-12 pre and in-service teachers	global education pedagogies and curriculum development
Educator network events	K-12 pre and in-service teachers	mini professional development and networking opportunities
Curricular consultations	K-12 teachers	sharing and packaging thematic K-12 lessons and activities for the unique needs of individual educators and schools
Wisconsin Model UN	9-12 students, teachers	state-wide high school Model UN simulation w/ global issues workshops and accompanying pedagogy training for teachers
Global Action Through Engagement – G.A.T.E.	9-12 students	residential global leadership institute for high school students
Thematic workshops	9-12 students, teachers	interactive global issues workshops w/curricular resources for educators
Global-to-Local Service-Learning Library Research Workshops	9-12 students, teachers	introduce high school classrooms using service-learning to critical information literacy and activities exploring local/global issues
Global-to-Local Service-Learning School Visits	9-12 students, teachers	Skype and face to face conversations between high school students and globally relevant practitioners
Public lectures in schools and community sites	postsecondary and public	informal opportunities for exchange between global practitioners and students or local practitioners
Global Studies Colloquia	postsecondary	research dissemination
Scholarly Conferences	postsecondary	research dissemination, professional development
MJS Editors briefings	media	published analysis, live briefings for WI's largest daily newspaper
Public Radio interviews	media	world affairs analysis and background for local NPR affiliate
Int'l Business Roundtables	business	CIE-affiliated experts brief global business practitioners
MWTA Careers Forum	business	international careers fair for Milwaukee World Trade Association
Fireside Forum Series	public	live series connecting local and global aspects of a single issue
Kennan Lecture Series	public	analysis of foreign policy issues from leading global specialists
International Focus	public	weekly Milwaukee PBS television show produced by IWA

IWA/MPS team piloted a redesign of the MPS Citizenship class, a required course in many high schools and among the most failed classes in MPS. The revised course will incorporate service-learning and global perspectives and culturally-responsive and student-centered teaching approaches. It will also promote analysis of diverse perspectives and critical thinking on local, national and international issues. Eight teachers will pilot the curriculum in fall 2018, with additional teachers and schools participating each consecutive year. NRC support over the next four years will fully implement this **Global-to-Local Citizenship Initiative**, including professional development for teachers, purchases of globally-focused curricular resources, and youth programming for participating classrooms on global issues of democracy, human rights, and youth leadership. Grant funds will develop **Global Library Research Experiences** for participating high school classrooms to increase student access to academic resources and critical media literacy skills. This partnership between IWA and the UWM libraries will allow teachers to bring students to the UWM Libraries for workshops exploring global issues through activities that assist with the cognitive process of critically analyzing information sources, formulating arguments, and explaining complex situations at global and local levels.

This is also an opportune time to build on the United Nations Schools of International Learning (UNSIL) initiative being implemented in thirteen MPS K-8 schools to introduce international content to students in grades 4-8. The first cohort of these students will enter high school in the 2019-20 academic year, where they may have limited opportunities to sustain their active engagement in global learning. The Institute of World Affairs will partner with World Studies teachers at 3-4 MPS high schools on an applied exploration of the UN Sustainable Development Goals, **the UN Global Goals Initiative**. Students will develop local solutions to global challenges by examining approaches being used around the world to reduce poverty,

address inequalities, and create a sustainable future. Participating classrooms will present their ideas to local stakeholders to bring youth perspectives and ideas to positively impact the city of Milwaukee. IWA will organize student workshops on the UWM campus on selected UN Sustainable Development Goals, connect MPS classrooms to individuals and groups working to address the goals in other countries, and provide professional development and curricular resources to participating educators.

NRC funding is also requested for a pilot program to address a particular vocational opportunity gap faced by Milwaukee youth. The **Wisconsin Global Education Opportunity** program (WisGEO) will offer a pathway for Milwaukee students interested in exploring the possibility of an internationally focused career. IWA will work with educators to identify students interested in joining a pilot cohort of WisGEO high school juniors. These students will receive support to participate in co-curricular programs offered by IWA and others. IWA will also partner with the Metropolitan Milwaukee Association of Commerce's World Trade Association, who will identify member companies interested in mentoring the scholars, exposing them to jobs in a global economy and setting them on the path to contribute to a strong and sustainable workforce. CIE and its partners will convene online and face-to-face meetings with the scholars to check in, build a sense of community and provide counseling on next steps, including applying to local technical colleges and universities.

CIE will also continue to support educators and students across Wisconsin. At the state level, the Wisconsin Department of Public Instruction currently offers a Global Education Achievement Certificate (GEAC) for high school students. IWA staff helped to develop the certificate and continue to assist in its implementation through the statewide international education council and educator and student programming. UWM's Language Resource Center

and Language Programs will directly support the GEAC schools by organizing a series of interactive experiences for high school students to engage in **Language and Cultural Programs** on campus. These programs will provide students pursuing the GEAC access to meaningful co-curricular activities for global learning required as part of the certificate.

J. FLAS Awardee Selection Procedures: CIE will award FLAS to meritorious undergraduates in a wide range of majors who are engaged in international studies in combination with the *US/ED priority languages*: **Arabic, Chinese, Japanese, Korean, Polish, Portuguese, and Russian**. The FLAS application includes a cover form, personal statement, transcript, two letters of recommendation (one from a language instructor), and a FAFSA form filed with Financial Aid. A student proposing to study in another institution's program must provide a brochure or website. Students identify their learning goals for the award period, intended courses, and how the studies will contribute to their academic and career goals. CIE will use these learning plans in its program evaluation, requiring fellows to assess their attainment of their learning goals in a reflection essay at the end of the award period. All awards will be made to undergraduates planning to use their language and international studies in career fields supporting economic, political and human security in the government, business, education, or non-profit sectors.

To elicit a strong pool of applicants from diverse majors, CIE will work with language faculty and the advisors in UWM's schools and Multicultural and Diversity Programs and Services offices. Application guidelines will be posted online and distributed *each fall* through these units' listservs. CIE will conduct FLAS information sessions and LCTL class visits. CIE will query the campus database to identify all undergraduates who enrolled in LCTL courses during the current and immediate past semesters and will issue targeted invitations to apply.

Applications will be due in CIE by March 1 for the subsequent summer and academic year.

The multidisciplinary faculty selection committee will include at least two language faculty. The committee will evaluate each application for strength of academic record, relationship of study plans to academic and career goals, and recommendation letters. *Preference will be given to students who demonstrate financial need* consistent with the FLAS competitive priority; a Financial Aid officer will serve on the selection committee and advise regarding candidates that qualify for the preference. Students will be notified by April 1 to be able to finalize study plans before study abroad confirmation deadlines and fall course registration. UWM's Veterans Affairs office will also be notified. CIE will work with Financial Aid to ensure that FLAS funds are not used to supplant other scholarships to which students are entitled. Any unexpended institutional payment dollars will be used to fund additional fellowships. CIE is confident that FLAS awards will be made to strong candidates who demonstrate financial need: 78% of UWM students rely on financial aid, and over 36% of first year students receive Pell Grants.

K. COMPETITIVE PREFERENCE PRIORITIES:

CIE is committed to identifying and enhancing K-16 pathways to globally focused careers. This mission is well aligned with the M³ Initiative, a unique partnership between the university, Milwaukee Public Schools (MPS), and the Milwaukee Area Technical College (MATC) that provides an ongoing institutional framework for collaboration. This collaboration is critical, as 25% of MATC students ultimately continue on in bachelor's programs, and transfer students comprise about 1/3 of UWM's undergraduate population. CIE will build on previous initiatives to grow the global education capacity of MATC and further define the articulation between globally focused programs and curricula at the two institutions. It will also provide curricular development funding for technical colleges throughout the state in each of the four years of the

grant. Additionally, two, two-year campuses, UW-Washington County and UW-Waukesha, are merging with UWM this year. CIE will have a leadership role in *collaborative global education planning and course development*. The Center will also deepen its partnership with Alverno College, the state's first and only HSI through a series of workshops on Civic Engagement and Diverse Global Perspectives.

CIE was a key partner in the development of *UWM's School of Education's* recently approved **Global Educator Certificate**. It will now assist in marketing this innovative credential and explore the development of a similar offering at the graduate level. NRC funds will also support the hire of **K-12 Outreach Assistants** from the School of Education to join IWA's K-12 team for intensive professional mentoring and experience designing and facilitating globally focused curriculum. This experience provides a critical bridge between pre-service and the classroom. As a former Outreach Assistant observed, "In my first year of teaching, I found that having developed resources throughout my time at IWA completely prepared me to create my own curriculum." IWA also engages pre-service teachers throughout the year to facilitate face-to-face programming for K-12 students, providing additional opportunities to develop skills needed in the classroom. The NRC will also support efforts to strengthen language teacher preparation in UWM's School of Education through a collaborative redesign of teacher certification in LCTLs. A separate initiative will facilitate the certification of new ACTFL Oral Proficiency Interview instructors in less commonly taught languages.

Conclusion: UWM does not have the institutional resources of a flagship university; yet it has invested heavily in creating a world-class Global Studies program for its students, its faculty, and its community. This institutional commitment reflects an understanding that regardless of whether or not students ultimately pursue an internationally focused career, the emerging global

environment in which they will live can either offer exciting possibilities or significant barriers to success. The critical factor is in their level of understanding of how the global system works and the skills it demands. In 21st century America, global competence is necessary for all citizens. Students from well-resourced schools have opportunities to develop this understanding as part of their K-12 experience, building a clear pathway through higher education and professional life. Wisconsin's underrepresented students deserve that chance as well. With Title VI support, CIE will build upon existing partnerships and programs to provide a replicable, sustainable set of opportunities that puts global competence within the reach of all students, while providing exceptional advanced training for those who choose to specialize in the global dimensions of needed professional fields. In so doing, we not only create greater equity, but also promote national security by more deeply engaging students with enormous untapped potential, allowing them to contribute more fully to our society.

Other Attachment File(s)

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☐ Comprehensive National Resource Center
☒ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$270,319 Year 2: \$275,883 Year 3: \$250,640 Year 4: \$253,693

FLAS Request

Year 1: \$195,000 Year 2: \$195,000 Year 3: \$195,000 Year 4: \$195,000

Type of Applicant

☒ Single institution University of Wisconsin-Milwaukee

☐ Consortium of institutions

- ☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

AFRICA	MIDDLE EAST
CANADA	PACIFIC ISLANDS
EAST ASIA/PAN ASIA	RUSSIA, EASTERN EUROPE, EURASIA
EUROPE	SOUTH ASIA
X INTERNATIONAL	SOUTHEAST ASIA
LATIN AMERICA and the CARIBBEAN	WESTERN EUROPE

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Chinese, Japanese, Korean, Polish, Portuguese, and Russian.

ACRONYMS LIST

ACTFL	American Council on the Teaching of Foreign Languages
AGSL	American Geographical Society Library
BA	Bachelor of Arts degree
CETL	Center for Excellence in Teaching and Learning
CIE	Center for International Education
CLACS	Center for Latin American and Caribbean Studies
CV	Curriculum Vitae (Appendix)
DPI	Wisconsin Department of Public Instruction
Fac.	Faculty
FAFSA	Free Application for Federal Student Aid
FLAG	Foreign Language Advisory Group
FLAS	Foreign Language and Area Studies Fellowships
GEAC	Global Education Achievement Certificate
GIE	Global Inclusion and Engagement
GS	Global Studies
ILR	US Government Interagency Language Roundtable
IS	International Studies
IWA	Institute of World Affairs, CIE's outreach team
K-12	kindergarten through 12 th grade – elementary and secondary school
K-16	kindergarten through college – elementary, secondary, and postsecondary
Lec.	lecturer
L&S	College of Letters and Science –humanities, social sciences, natural sciences
LCTL	less commonly taught language
LRC	Language Resource Center
M3	Partnership between UWM, MPS, and MATC
MATC	Milwaukee Area Technical College
MPS	Milwaukee Public Schools
MSP	Master's in Sustainable Peacebuilding
NRC	National Resource Center
OCA	Office of Central Advising
OPI	Oral Proficiency Interview – ACTFL assessment instrument
R1	Carnegie Classification of Institutions of Higher Education rating for “highest research activity”
S&E	supplies and expenses
Sem.	semester
TA	teaching assistant
U-	University of
UG	undergraduate
UK	United Kingdom

UN	United Nations
UNSIL	United Nations Schools of International Learning
US/ED	US Department of Education
UW	University of Wisconsin
UWM	University of Wisconsin-Milwaukee
WIOC	Wisconsin International Outreach Consortium
WisGEO	Wisconsin Global Education Opportunity program

Guide to Curriculum Vitae

CIE Faculty and Staff

Aneesh	1	Eckman.....	3	Wolf, C.....	4
Booth.....	2	Palasz	3	Wolf, D.	5
Buss.....	2	Savage	4		

NRC Project Leaders

Alinder	6	Prince	8	Vang (GS).....	9
Bidney.....	6	Seymour-Jorn (GS)	8	Venugopalan	10
Dressel (GS).....	7	Sun.....	9	Zhang.....	10
Longwell-Grice.....	7				

Core Global Studies Faculty

Aneesh (Sociology)	1	Malaby (Anthro.).....	64	Seymour-Jorn (FLL).....	8
Bornstein (Anthro.)	22	McCarthy (Geog.)	67	Song (FLL).....	92
Heo (Political Sci.)	48	McGuinness (History)	68	Srite (Business)	93
Husi (Philosophy).....	51	Momcilovic (Fll)	72	Stern (Visual Arts).....	94
Kozak (SOIS)	59	Redd (Political Sci.)	93		
Lim (Comm.)	57	Sommers (Africo.)	92		

College of Letters and Science

Africology

Sommers (GS).....	92
Mitchell-Walhour.....	24
Saint Jacques	87
Wilson.....	103
Winkler.....	104

Anthropology

Applbaum (GS)	13
Arnold (GS)	13
Bornstein (GS).....	22
Brodwin (GS)	25
Campbell.....	27
Heatherington (GS)	47
Hudson	51
Jordt (GS)	54
Malaby (GS)	64
Perley (GS)	77
Sherman.....	89
Turner	99
Wood (GS).....	106

Art History

Counts (GS)	32
Leson	61
Tiffany.....	99
Wang (GS)	101
Wells.....	102

Biological Sciences

Hoebel	49
Rodriguez Sevilla	84
Schnitzer	88
Whittingham	103

Communication

Allen (GS).....	12
Kim	57
Lim (GS)	63

Conservation and Environmental Science

Phillips (GS)	78
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Economics

Bahmani-Oskooee (GS).....	14
Bose	23
Chakrabarti	28
Heywood (GS)	48
Kim (GS)	58
McGinty (GS)	68
Mohtadi.....	71
Murshid (GS)	73
Neumann (GS)	74
Vesely (GS)	100

English

Banerjee (GS)	15
Blasini (GS)	19
Bloom-Pojar (GS)	20
Buley-Meissner (GS).....	26
Clark	30
Khatchadourian (GS).....	56
Kilwein-Guevara	56
Kincaid (GS)	59
Lanters (GS)	61
Netzloff	73
Sangari (GS)	87

Film Studies

Blasini (GS)	19
Szczepaniak-Gillece	96

Foreign Languages and Literature

Berkowitz (GS).....	17
Borgmann (GS)	22
Cova	33
Familiant.....	39
Lackey.....	60
Lundback (GS).....	64
May-Chu.....	66
Mazor (GS)	66
Mikos (GS)	70

(GS) = Global Studies Affiliate

Momcilovic (GS)	72
Murphy-Lee	73
Olsen (GS)	75
Ouali (GS)	74
Peschio (GS)	77
Quinn	82
Song (GS)	92
Takahashi	96
Tieszen (GS)	98
Wipplinger	104

French, Italian, and Comparative Literature

Alkhas (GS)	11
Cordova (GS)	32
Kuiper (GS)	60
Milli-Konewko (GS)	70
Pickering-Iazzi (GS)	79
Pitt (GS)	79
Russell	86
Seymour-Jorn (GS)	8
Xu (GS)	106

Geography

Bonds	20
Choi (GS)	29
Donnelly	35
Ghose (GS)	44
Mansson McGinty (GS)	65
McCarthy (GS)	67
Schwartz (GS)	88
Sziarto	95
Yoon (GS)	107

Geosciences

Cameron	27
---------------	----

Czeck	33
Dornbos	36
Harris	46
Isbell	52
McHenry	69

History

Buff (GS)	25
Carlin	26
Chu (GS)	29
DiValerio	35
Eichner (GS)	38
Evans (GS)	39
Filippello	42
Howland (GS)	50
Kim (GS)	57
Levine	62
McGuinness (GS)	68
Pease (GS)	76
Rothfels	86
Silverman	90
Vang (GS)	9

Journalism and Media Studies

Pritchard	81
Tasman (GS)	97
Wolock	105

Linguistics

Davis	34
Pucci (GS)	81

Mathematical Sciences

Kahl (GS)	54
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Philosophy

Atherton	14
Husi (GS)	51
Tierney	98

Political Science

Beck (GS)	16
Borges Sugiyama (GS)	21
Ferguson (GS)	40
Heo (GS)	48
Horowitz (GS)	49
Park	75
Redd (GS)	83
Reuter	84

Sociology

Aneesh (GS)	1
Jordan (GS)	53

Spanish and Portuguese

Bird-Soto	18
Ferreira (GS)	40
McCaw	67
Rei-Doval	83
Sotomayor (GS)	93
Suarez-Felipe (GS)	94
Vater	100
Wheatley (GS)	101

Translation

Bilic	19
Terando	97

Women's Studies

Huang (GS)	50
Mansson McGinty (GS)	65

School of Architecture and Urban Planning

Benjamin	17	Hanlon (GS)	46	Moon.....	72
Greenstreet	45	Keane	55	Sen	89

School of Education

Akdere	11	Hawkins	47	Tapia.....	96
Bales	15	Joseph.....	109	Zhang	10
Conceicao (GS)	31	Pasternak (GS)	76		
Drame (GS)	36	Swaminathan	95		

College of Engineering and Applied Science

Boyland	23	Petering (GS)	78
Munson (GS)	72	Rohatgi (GS)	85

School of Freshwater Sciences

Bootsma (GS)	21	Kehl (GS).....	55
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College of Health Sciences

Meyer	69
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Helen Bader School of Social Welfare

Rose	85
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Joseph J. Zilber School of Public Health

Bartholomew	16	Hussein.....	52	Weinhardt.....	102
Etzel	38				

School of Information Studies

Aman (GS)	12	Ponelis (GS).....	80	Zhang (GS)	107
Du Plessis (GS)	37	Wolfram	105	Zimmer	108
Kozak (GS)	59				

College of Nursing

Buseh (GS)	26	Ehlinger	37	Mkandawire-Valhmu...	71
Coenen (GS)	31	Galvao	43	Snethen (GS)	91
Dressel (GS).....	7	Luft.....	63		

Peck School of the Arts

Brauner	24	Felker (GS)	41	Stern (GS)	94
Cobb	30	Gillespie (GS)	44	Zinck	108
Davis-Benavides (GS).....	34	Hall	45		
Ferro (GS)	41	Izquierdo	53		

Sheldon B. Lubar School of Business

Bhatnagar	18	Levitas (GS)	62	Singh (GS).....	90
France	42	Marcus (GS)	65	Smunt.....	91
Kim (GS)	58	Prasad	80	Srite (GS)	93

(GS) = Global Studies Affiliate

Other UWM Academic Units

Office of Undergraduate Research

Rothfels (GS)86

School of Continuing Education

Rai (GS)82

American Geographical Society Library

Bidney..... 6

Aneesh, A., Director, UWM Institute of World Affairs, and Professor, Sociology, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 2001, Rutgers University

Foreign Languages: Hindi (5); Sanskrit (2); Urdu (3)

Field Experience: India (1999-2000, 2004-05, 2012-13)

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Globalization and Technology (Global 202), Modern Sociological Theory, Contexts for Global Management (Global 311), Language, Media and Social Practice (Global 351), Intellectual Property in the Global Information Economy (Global 448), Access, Security & Intercultural Contexts (Global 451), Sociology of Culture, Globalization, Inequality, and Citizen Welfare

Current Research/Teaching Specialization: Globalization, Labor, Migration, Citizenship, Information technologies, Ethnographic methods, Intellectual property.

Sample Publications:

Neutral Accent: How Language, Labor and Life Become Global. Duke University Press: Duke. 2015.

Virtual Migration: the Programming of Globalization. Duke University Press: 2006.

"Citizenship and Inequality in a Global Age," Sociology Compass, (with D.J. Wolover), Volume 11, Issue 5, May 2017.

"Global Labor: Algocratic Modes of Organization." Sociological Theory, 27(4). 2009.

Beyond Globalization: Making New Worlds in Media, Art, and Social Practices, Rutgers University Press. 2011. Co-editors: Patrice Petro, and Lane Hall.

Distinctions: Fellow, Jawaharlal Nehru Institute for Advanced Studies, India 2012-13; Global Studies Research Fellow, UWM, 2010-11; Frequent Interviewee: Milwaukee Public Radio and Public Television, WBAI 99.5 New York, NBC television, The Richard Eeds Show KVSF 101.5, Breakfast with Nancy KSFR 101.1; Chair, Publications Committee on Global and Transnational Sociology, American Sociological Association, 2009-12; Member, Global Studies Advisory Committee; Member, editorial boards of three sociology journals.

Buss, Tracy, Assistant Director for International Partnerships, Center for International Education (2005-present)

Education: Doctor of Business Administration (Higher Education Management), 2017, University of Bath (UK); MBA (Marketing), 2002, Marquette University; BA (Government/Middle Eastern Studies), 1991, Smith College; School of Oriental and African Studies, University of London, 1989-90

Professional Responsibilities: Current PI for UWM's Title VI NRC/FLAS award, leading grant activities, supervising grant-funded staff, and reporting on outcomes. Develop and manage agreements with UWM's international partners and recruitment agents. Former lead for the Center for International Education's academic and research program development and implementation, in the role of Assistant Director for Academic and Research Programs.

Foreign Languages: Arabic (2); French (1)

Field Experience: Turkey, Great Britain, France

Subjects Taught: Intro to international careers, overseas internships course (Global 489)

Select Presentations:

"Destination unknown: Identity and discrimination in the education abroad experiences of US and international students." NAFSA Region V, Milwaukee WI, Oct. 2016

"International Internship as Degree Requirement: Lessons from the Global Studies Program at the University of Wisconsin-Milwaukee." Global Internships Conference, Berkeley, CA, June 2012

"Study Abroad as a Degree Requirement: Lessons Learned." (with Sara Tully). Integrating Study Abroad into the Curriculum Conference, Beloit College, Nov. 2009

"The World is Your Oyster: Advising on International Career Options." National Careers Conference 2009, Madison, WI, Jan. 2009

"Crossing Borders, Opening Minds with Study Abroad: Practical Advice for Academic Advisors." NACADA National Conference, Chicago, IL, Oct. 2008

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: Global Career Development Facilitator (GCDF). Over ten years of professional business experience, including five years in international business, in marketing, sales, logistics and import/export. Member of Internationalization and and Writing/Synthesizing Teams for UWM Strategic Plan 2020. Fulbright Commission Award for US Administrators in International Education (Germany, 2010).

Booth, Jeremy Associate Administrative Specialist, Center for International Education (2016-present)

Education: Bachelor of Arts, Global Studies, University of Wisconsin Milwaukee, 2012

Professional Responsibilities: Supports academic advising, recruitment and outreach efforts for the Global Studies and International Studies degree programs. Assists with program development, administration and reporting for campus internationalization activities funded by the Title VI National Resource Center grant. Provides additional support in the areas of international partnerships, study abroad and social media marketing.

Foreign Languages: Arabic (1)

Field Experience: Egypt, Jordan

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: 2010-11 Boren Scholarship Recipient

Eckman, Mark, Director of Overseas Programs, Center for International Education (2011-present)

Education: Master of Education, Educational Leadership in College Student Personnel, Marquette University, Milwaukee, WI, 2008; Bachelor of Arts, Political Science, Beloit College, Beloit, WI, 2003

Professional Responsibilities: Serves as director of study abroad office, overseeing all outbound international programs. Collaborates with faculty, administrators and academic deans on the development, implementation, and evaluation of study abroad programs. Develops and implement policies in conjunction with university attorneys and risk managers to ensure that programs are managed in ways that safeguard participants from harm and minimizes liability exposure. Coordinates with Partnerships Advisory Committee on the creation, development and implementation of inter-institutional agreements related to student mobility, and assist with partner and delegation visits, in addition to other partnership-related activities.

Foreign Languages: Spanish (4)

Field Experience: Ecuador, United Kingdom, Spain, Italy, France, Germany, Morocco, South Africa, Peru

Subjects Taught: N/A

Select Presentations:

Eckman, M., Gilbert, G., & Galvagni, M. 2012. Preparing the Parents: Addressing the Role of Parents in Education Abroad. Presented at NAFSA Region V Annual Conference, Madison, WI, October 26, 2012

Eckman, M., Gilbert, G., & Gosz, S. 2008. Managing Growth by Maximizing Student Workers: A Work in Progress. Presented at Council on International Education Exchange Annual Conference, Nashville, KY, November 13, 2008

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: Member of the GlobalLinks International Advisory Council of University Partners, previous panelist for the Benjamin A Gilman Scholarship, current panelist for the Foundation for Global Scholars. Over seven years in the field, including independent consultation on international risk management and crisis response in education abroad.

Palasz, Nicole, Program Coordinator, Institute of World Affairs, UWM Center for International Education

Educational Background: 2008 Master of Public Policy, Humphrey Institute of Public Affairs, University of Minnesota; 2002 Master of Arts in Law and Diplomacy, Fletcher School, Tufts University; 1996 Bachelor of Arts (International Studies and French), Macalester College

Professional Responsibilities: Creating, developing and managing global education outreach programs for community and K-12 audiences; coordinating public lectures and forums on current global issues; overseeing curriculum and program development for educator professional development workshops ; collaborating on interactive programs for high school students; fostering community and media partnerships to expand global education in Wisconsin

Foreign Languages: French (4); Spanish (1); Wolof (1)

Field Experience: France, South Africa, Thailand, Turkey

Subjects Taught: Global Studies Think Tank courses on Human Rights Advocacy, Human Rights and Globalization, Model United Nations

Select Presentations:

“Digital Toolkits for a Global Classroom.” (with Melinda Redlinger). National Council for the Social Studies conference, San Francisco, CA, November 2017.

“Global Education From the Ground Up.” Wisconsin Council for the Social Studies conference, Madison, WI, March 2017.

“Global-to-Local Service-Learning Initiative.” World Forum for Democracy: Democracy and Equality – Does Education Matter?, Strasbourg, France, November 2016.

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: Macalester College Young Alumni Award (2010) for work in international human rights and global education; Invited participant, Third UNESCO Forum on Global Citizenship Education (2017) on the role of teachers and teacher training in achieving Target 4.7 of the UN Sustainable Development Goals; Steering Committee member, Medical College of Wisconsin Seed Grant proposal from the USAID Tech Challenge for Atrocity Prevention (2014-2015), Selected participant in the Fletcher Summer Institute on Nonviolent Conflict (2012); Wisconsin International Outreach Consortium member (2006-2016); Professional volunteer with the New Tactics in Human Rights project, Center for Victims of Torture.

Savage, Douglas, Assistant Director, Institute of World Affairs, Center for International Education (1998-present)
Education: MA (Middle Eastern Studies), 1990 University of Chicago; Foreign Language and Area Studies Fellowship – Arabic Language Jamiat al-Yarmouk (Irbid, Jordan) 1989; BA (Mass Communications), 1986 University of Wisconsin-Milwaukee

Professional Responsibilities: Manages day-to-day operations of the Institute of World Affairs, global education outreach arm of the Center for International Education; produces and hosts weekly world affairs program on Milwaukee Public Television; oversees collaborations with K-12 school districts and technical colleges; serves as liaison to Wisconsin Department of Public Instruction and Milwaukee World Trade Association.

Foreign Languages: Arabic (2); Spanish (1); German (1)

Field Experience: Arab Gulf countries; Jordan; Israel/Palestinian Authority; China; Taiwan

Subjects Taught: Global Studies Think Tanks, Middle East Politics

Select Presentations:

“Israel and Palestine in the Trump Era.” UWM Center for Jewish Studies, 2017

“Accounting to Wood Science: What’s Global Got to Do with It?” Northcentral Technical College, 2017

“A Brief History of Puerto Rico” Milwaukee Jewish Community Center, 2017

“Critical Media Literacy in an Era of Fake News and Alternative Facts” Wisconsin High School Model UN, 2017

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: Board member, Milwaukee Metropolitan Association of Commerce World Trade Association; Founding Member, Statewide Wisconsin International Education Council and participant in articulation of Wisconsin Global Education standards; shared with colleagues honor of IWA’s designation as World Affairs Councils of America’s Best Mid-Size Council (2008); past consultant to US Department of State projects in West Bank and Jordan (1998/99).

Wolf, Christine, Senior Academic Programs Coordinator, Center for International Education (2013-present)

Education: BA History, Certificate Women’s Studies, University of Wisconsin Milwaukee,
MS Political Science with a concentration in Community and Economic Development, Illinois State U.

Professional Responsibilities: Serves as lead curriculum and advisory committee coordinator for the International Studies Major/Minor and academic advisor for Global Studies, International Studies, and CIE-supported area studies certificate programs; teaches a course on international careers, a course on overseas internships, and develops/implements international careers programs; lead developer for *Careers Across the Map* speaker series; provides graduate studies, internship, and career advising; coordinates student recruitment, course scheduling, curriculum modifications, and academic policies for International Studies programs; coordinates Global Connections: Living and Learning Community in the residence halls.

Foreign Languages: French (2)

Field Experience: Poland

Subjects Taught: International Careers Class (INTLST 260); International Studies Internship (INTLST 450);
Global Studies Internship (GLOBAL 489)

Select Publications:

“Going Deep: Service Learning and Human Rights Education.” *Journal for the Study of Peace and Conflict*, 2013-14 Edition, Wisconsin Institute for Peace and Conflict Studies

“Ask an Academic Advisor! Finding Your Deep Fit for College.” GERM Magazine, May 25, 2014

Book review: “The Teen Guide to Global Action: How to Connect with Others (Near & Far) to Create Social Change.” Lewis, Barbara A. In GERM Magazine, May 22, 2014

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: Peace Corps, Poland, 1996-98 – chaired Women in Development Program, developed Camp GLOW (Girls Leading Our World); former Business School academic advisor with responsibility for international programs and students; co-led two Business study abroad programs to UK/Belgium/Netherlands (2011) and France (2013); advisor, UWM Women in Business student organization; taught Leadership for Social Justice courses at Mount Mary University (Milwaukee women’s college) 2008-2014; GCDF Global Careers Development Facilitator (GCDF) UW-Madison 2014

Wolf, Dina, K-16 Outreach Coordinator, Institute of World Affairs, Center for International Education

Educational Background: 2010, BA Global Studies/Spanish Languages and Culture, Alverno College

Professional Responsibilities: Conceptualizes, plans, and implements globally focused innovative outreach programming for K-16 students; identifies and fosters collaborative partnerships on-campus with various UWM departments, faculty, and staff and off-campus with businesses, community groups and organizations, and schools and educators in Milwaukee; supervisor of student interns; coordinates Global Connections: Living and Learning Community in the residence halls; committee member for UWM on M-Cubed Goal 5 (Engaging student voice, creating safe spaces, and a commitment to diversity and inclusion) and Resiliency and Coping subcommittee for Chancellor's Advisory Committee for Mental Health.

Foreign Languages: Spanish (2)

Field Experience: South Korea

Subjects Taught: International Service Learning Pedagogies

Percentage of Time Devoted to Global/International Studies: 100%

Select Presentations:

"Human Rights in UWM's Global Diversity", UW-Milwaukee Resident Assistant Training, August 2017

"Global-to-Local Service-Learning Initiative", Outreach and Area Studies Conference, Washington D.C. 2016

"Engaging Youth As Change Agents Through Global and Local Intersections", National Youth Leadership Conference, Washington D.C., 2015

"What's Your Mindset? Building Global into any Curriculum", Wisconsin Association for Foreign Language Teachers Conference, Appleton, WI October 2014

"Engaging Students in the United Nations: Activities from the Model United Nations Program" Wisconsin Association for Foreign Language Teachers Conference, Appleton, WI October 2013

"Intercultural Communication Resident Assistant Training", UW-Milwaukee Resident Assistants Training, August 2012

"Creating a Living Learning Community that Increases Global Engagement", Wisconsin Association for International Educators, Appleton, WI April 2012

Alinder, Jasmine Associate Dean of the Humanities. Associate Professor of History. College of Letters and Science.

Education: PHD University of Michigan, 2009

Foreign Languages: French 2, Spanish 2, German 1, Portuguese 1

Field Experience: Brazil, Japan

Percentage of Time dedicated to Global/International Studies: 50% Research, 25% Teaching, 25% Service

Courses Taught: Intro to Public History, Multicultural America, Research Methods, Intro to Digital History

Current Research/Teaching Specialization: Japanese American incarceration, History of Photography

Sample Publications:

Moving Images: Photography and the Japanese American Incarceration. Urbana and Chicago: University of Illinois Press, 2009. "Back to America: Photography and Japanese Americans from Incarceration to Resettlement," in Photography and Migration, ed. Tanya Sheehan. New York: Routledge, forthcoming Summer 2018. "Underexposed: The Controversial Censorship of Photographs of U.S. War Dead," in Outrage! Art, Controversy and Society, eds. Richard Howells, Judith Schachter and Andreea Ritivoi. London: Palgrave MacMillan, 2012: 175-206.

Distinctions: ACLS Ryskamp Fellowship, 2009. Research in the Humanities Award, University of Wisconsin Milwaukee, 2011. Engaged Faculty of the Year, Center for Community-Based Learning, Leadership, and Research, University of Wisconsin-Milwaukee, 2015.

Bidney, Marcy, Curator, American Geographical Society Library, UWM Libraries

Education: MLIS, 2002, Drexel University

Foreign Languages: French (3), Spanish (2)

Field Experience: France, Portugal, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 75%

Current Research/Teaching Specialization: Geography, History of geography, History of cartography, Library science

Sample Publications:

"Harnessing the Geospatial Semantic Web: Toward Place Based Information Organization and Access." *Cataloging & Classification Quarterly*. 52(1), 69-76. 2014. Co-author: Clair, K.M.

"Can Coordinates in Catalog Records be Useful?" *Journal of Map and Geography Libraries*. 6(2), 140-150. 2010.

"Breaking Tradition: Access vs. Ethics in a Cartographic Heritage Collection." *Special Collections in the Context of Cultural Heritage Protection and Cultural Development Fostering*. Belgrade, Serbia (October, 2017)

"Geodex 2.0 Saving a Legacy Map Series Cartobibliography." *Map and Geoinformation Curators Group of the Commission on Digital Approaches to Cartographic Heritage of the International Cartographic Association*. Riga, Latvia, (April, 2016)

"Rediscovering the Tira de Santa Catarina Ixtepeji." 10th Jubilee Conference & Workshop of the ICA Commission on Digital Technologies in Cartographic Heritage. Corfu, Greece, (May, 2015)

Distinctions: Co-editor, *Journal of Map and Geography Libraries*, Secretary on the Government and Official Publications Committee, International Federation of Libraries and Associations, 2007-12; Board Chair, Map and Geoinformation Curators, International Cartographic Association 2017-present; UWM International Council, 2012-2015; with AGSL, frequent co-sponsor of CIE public and scholarly programs

Dressel, Anne, Director, Center for Global Health Equity, College of Nursing (Global Studies Affiliate)

Education: PhD, 2006, University of Wisconsin

Foreign Languages: French (4); Spanish (4)

Field Experience: Africa (East and North Africa), Canada, Central America, South America, East Asia, Europe, Great Britain, Mexico, Middle East, Russia, Scandinavia, South Asia

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Introduction to Global Health, Global Health: Ethics and Human Rights, Global Food Security and Systems, Community Health Care in Malawi, Community Health in Kenya, Global Health Think Tank, Cultural Diversity in Health Care, Perspectives on Health Care Systems, Ecuador: Health, Culture, and Wellness

Current Research/Teaching Specialization: Global health, Environmental justice

Sample Publications:

"Local to global: working together to meet the needs of vulnerable communities." Journal of Interprofessional Care. 2017. Co-authors: Mkandawire-Valhmu, L., Dietrich, A., Chirwa, E., Mgawadere, F., Kambalmetore, S., & Kako, P.

"It Is Hard To Swallow Medications Without Eating:' Antiretroviral Therapy Adherence Challenges Among Women Living with HIV in Kenya." Women & Health. In review. Co-Authors: Kako, P., Mkandawire-Valhmu, L., Kibicho, J., & Ngui, I.

"A study on the curriculum of global health education [Korean with English abstract]." Journal of Korean Academic Society of Nursing Education, 2016. Co-authors: Choi, K. S., Kim, H. S., Lee, S. Y., Galvao, L. W., & Jun, M. (2016).

"Safety Planning in Focus Groups of Malawian Women Living With HIV: Helping Each Other Deal With Violence and Abuse." Journal of Violence Against Women. 2013. Co-authors: Mkandawire-Valhmu L., Stevens, P., Kako, P.

"Missed opportunities for early HIV diagnosis: Critical insights from the stories of Kenyan women living with HIV." International Journal of Health Promotion and Education. 2013. Co-authors: Kako, P.M., Stevens, P.E., Mkandawire-Valhmu, L., Kibicho, J., Karani, A.K.

"Grappling with HIV transmission risks: Narratives of rural women in Eastern Kenya living with HIV." Journal of the Association of Nurses in AIDS Care. 2012. Co-authors: Kako, P.M., Stevens, P.E., Mkandawire-Valhmu, L., Karani, A.K.

Distinctions: Fulbright International Education Administrators-Korea Award, 2007; Director, Center for Global Health Equity, 2005-present; Organizes and administers international exchange opportunities for College of Nursing; Coordinates visits to the College of Nursing for international visiting scholars and students; Plans and coordinates global health events and activities; Member, Global Studies Advisory Committee, 2006-present

Longwell-Grice, Hope Associate Professor and Associate Dean, Academic Affairs- Teaching & Learning Department of Curriculum & Instruction; School of Education

Education: M.Ed. and Ph.D. in Curriculum and Instruction, University of Delaware

Current Research/Teachign Specialization: Her teaching and research interests include teacher education, social education, multicultural education, curriculum theory, critical pedagogy, and democracy in the classroom. Prior to entering the academy, Hope was trained in Montessori education and taught in classrooms in the Midwest and on the east coast.

Courses Taught: Middle Childhood through Early Adolescence Education Program,

Prince, Joan, Vice Chancellor for Global Inclusion and Engagement, and Clinical Associate Professor (Adjunct), College of Health Sciences

Education: PhD, 1999, University of Wisconsin-Milwaukee

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Introduction to Flow Cytometry, Clinical Applications of Flow Cytometry

Sample Publications/Presentations:

“Outreach and Engagement in the 21st Century University.” Presentation at the Association of Public and Land-Grant Universities – Council on Academic Affairs, June 2012.

“Roots Run Deep Here: Contesting Locality in New Orleans – Post Hurricanes Katrina and Rita.” Presentation at the Urban Affairs Association 41st Annual Meeting, New Orleans, LA, March 2011.

“Race Matters in Your Community: Exercising community leadership in racial equity.” Presentation at the Council on Foundations Annual Conference, Atlanta, GA, September 2009.

“Race Relations and the Health Care Industry: Balancing the Scales.” Aspen, CO: The Aspen Institute, 2004.

Distinctions: Alternate Representative and Honorary Ambassador to the 67th General Session of the United Nations (appointed by President Barack Obama – September, 2012); Delegate – Fifty-seventh session of the Commission on the Status of Women (appointed by Secretary John Kerry – March, 2013); ACE Fellow, University of North Carolina System Office, 2011-12; Fellow, The Aspen Institute, 2007; AQIP Peer Reviewer, Higher Learning Commission, 2009-present; Reviewer, Americorps, 2008-present; Chair, Chancellor’s Council on Inclusion; Chair, Chancellor’s Ombuds Program for Campus Climate; Friends of the Hispanic Community Award, 2010; University of Wisconsin System Outstanding Woman of Color Award, 2009; The University of Wisconsin-Milwaukee’s Lifetime Achievement Award, 2004; Member, UWM International Council

Seymour-Jorn, Caroline, Director of Global and International Studies and Associate Professor, French, Italian, and Comparative Literature, College of Letters and Science;

Education: PhD, 1995, University of Chicago

Foreign Languages: Modern Standard Arabic (4); Egyptian Arabic (4); French (4); Greek (3)

Field Experience: Egypt, Jordan, Morocco

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: First Semester Arabic, Second Semester Arabic, Arabic Language and Literature, Anthropology of the Middle East, Comparative Literature, Arabic to English Translation, International Studies Seminar on the Middle East, Anthropology of the Middle East

Current Research/Teaching Specialization: Contemporary Artists and fiction writers in Cairo, Egypt, Women Writers in Jordan; Traditional faith healers and participants in the zaar ritual, Middle Eastern women's literature, Intellectuals in the Middle East, Arab-American culture

Sample Publications:

“Youth Culture in the Arab World: Explorations through Literature in Translation.” In *Teaching Modern Arabic Literature in Translation*. Ed. Michelle Hartman. NY, NY: MLA; 2017.

“Ethnographic and Literary Reflections on Miral al-Tahawy’s ‘The Tent’”. *The Journal of Middle East Women’s Studies*, 13(1). 2016.

“Researching Within and Against Islamophobia: A Collaboration Project with Muslim Communities.” *Social and Cultural Geography*, 14(1). 1-22. 2013. Co-authors: Anna Mansson McGinty and Kristen Sziarto.

“A Small Box in the Heart.” Translation of Ebtihal Salem’s novel Sunduq Saghir fi-l-qalb with introduction and notes, 2012.

“Cultural Criticism in Egyptian Women’s Writing: Anthropological and Literary Perspectives.” *Middle East Studies Series*, Syracuse University Press, 2011.

Distinctions: Recipient of the 2018 UWM Research and Creative Activities Award; Global Studies Research Fellow, Center for International Education, University of Wisconsin-Milwaukee, 2017-2018 academic year; Fellow, Center for 21st Century Studies, University of Wisconsin-Milwaukee, 2015-2016 academic year.; Principal Investigator of the Undergraduate International Studies and Foreign Language (UISFL) grant, 2009-11; Graduate School Research Committee Award, Egypt 2011; Fellow, UWM Center for 21st- Century Studies, 2007-08; Faculty Co-coordinator, Middle Eastern and North African Studies Certificate Program; Member, International Studies Advisory Committee; Editorial Board Member, *Journal of Middle East Women Studies*

Sun, Mingyu, Director, Language Resource Center, UWM

Education: PhD, 2006, Michigan State University

Foreign Language: Chinese (5), German (3), Japanese (3)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Contemporary Chinese Society and Culture, First, Second and Fifth Semester Chinese, Seminar in Foreign Language Methodology and Pedagogy

Current Research/Teaching Specialization: Instructional technology to assist language instruction, Computer Assisted Language Learning, open educational resources development, second language acquisition, and foreign language methodology and pedagogy

Sample Publications/Presentations:

“Fostering a Language Center-based Research Community.” From Language Lab to Language Center and Beyond: The Past, Present, and Future of Language Center Design. Kronenberg, F. A Publication of the International Association for Language Learning Technology (IALLT), May, 2017. Page 99-109. Print.

“Developing and Implementing an Online Chinese Program: A Case Study.” Computer-Assisted Foreign Language Teaching and Learning: Technological Advances. Hershey, PA: IGI-Global, January 2013. Co-Authors: Zou, B., M. Xing, C. Xiang, Y. Wang.

“Creating Effective Flipped Classroom Videos.” The International Association for Language Learning Technology Conference (IALLT), Moorhead, Minnesota, June 20-24, 2017

“An OER Project: Student-Authoring Language Materials.” The Wisconsin Association for Language Teachers (WAFLT) Annual Conference, Appleton, Wisconsin, November 3-5, 2016

Distinctions: UWM Education Technology Grants: \$18,665, “Active Distance Learning Classroom to Support Student Learning and Retention” 2016-17; \$18,087 “A Technology Enhanced Language Oasis” 2015-2016; UWM Academic Staff Professional Development Awards, 2011-16; Member, UWM Global Studies Program Advisory Board

Vang, Chia, Professor, History, College of Letters and Science (Global Studies and Center for Latin American and Caribbean Studies Affiliate)

Education: PhD, 2006, University of Minnesota

Foreign Languages: Hmong (5); Japanese (1); Lao (1); French (5)

Field Experience: China, France, French Guiana, Thailand, Vietnam, Japan, Laos, Cambodia, Argentina, Canada

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: The Vietnam War, Diplomatic History, Asian American History, Immigration, Hmong History, Asian Immigration, History and culture of Vietnam, Laos, and Cambodia

Current Research/Teaching Specialization: 20th century U.S.-Asia relations, Cold War politics, Vietnam War and refugee resettlement in its aftermath, Transnational migration and Hmong history and diaspora studies, Asian American history

Sample Publications:

Claiming Place: On the Agency of Hmong Women (Editor with Faith Nibbs and Ma Vang). Minneapolis: University of Minnesota Press. March 2016;

“Southeast Asian Americans,” in David K. Yoo and Eiichiro Azuma (eds). The Oxford Handbook of Asian American History. New York: Oxford University Press. 2016

“Children of Hmong Refugees from Laos: Transnational Lives and the Politics of Negotiating Place,” in Khatharya Um and Sofia Gaspar (eds). Southeast Asian Migration: People on the Move in Search of Work, Refuge and Belonging. Sussex Academic Press. 2015

“America’s Most Loyal Allies: The Hmong and the War.” In John Tully, Brad Austin, and Matthew Masur (Eds), “Understanding and Teaching the Vietnam War.” Madison: University of Wisconsin Press, 2013.

“Hmong America: Reconstructing Community in Diaspora.” Urbana and Chicago: University Illinois Press, 2010.

Distinctions: UWM Center for International Education Global Studies Fellowship (2016), UWM Foundation Research Award (2016), UW System Board of Regents Diversity Award-Individual (2016), Greater Milwaukee Foundation/Southeast Asian Educational Development Research Grant, Wisconsin Women Making History (2015), UWM Center for International Education/Office of Undergraduate Research Travel Award (2015), Collaborative Research Projects in the Digital Humanities Award (2015), UW System Outstanding Women of Color in Education Award (2014), American Studies Association (ASA)-Japanese Association of American Studies (JAAS) Delegate to Japan (2012); Co-Chair of ASA-JAAS Advisory Committee (2013-2016);

Association for Asian American Studies Burmese and Bhutanese Research Grant (2013); UWM Graduate School Research Committee Award for summer research in Laos (2012); Wisconsin Hmong Woman of the Year Award, 2010; Coordinator, Hmong Diaspora Studies program, 2007-present. Hmong Studies program development. From 2006-2009, founder of Hmong Diaspora Studies certificate program; Center for International Education/Undergraduate Research Award Committee, 2011-present; Editorial Board Member, Amerasia Journal (2013-2016).

Venugopalan, Dev Vice Provost/Associate Vice Chancellor, Division of Academic Affairs

Education: PhD, 1983, McMaster University

Professional Responsibilities: Institution-level responsibilities for academic programs and accreditation, faculty and academic staff personnel matters, and professional development for faculty and staff. Delegated responsibility for oversight of the following units within Academic Affairs: Center for Excellence in Teaching and Learning (CETL), Center for International Education (CIE).

Foreign Languages: Hindi (4); Tamil (5); Kannada (2); Sanskrit (3)

Field Experience: India, Japan, China, Mexico, Saudi Arabia, Canada

Subjects Taught: Processing and behavior of materials

Select Presentations:

Pathways Workshop on HLC Criteria for Large Public 4-year Institutions, (with Randy Smith), HLC Annual Conference, April 2016

Quality Improvement Initiatives, Panel member leading discussion on institutional initiatives for quality improvement, HLC Annual Conference, April 2016

Writing to Criteria 3 and 4, (with Gail Jensen), HLC Annual Conference, April 2016

Participation in the HLC Open Pathways Process, Annual meeting of Association of Specialized and Professional Accreditors (ASPA), September 2015

Competency-based and Direct Assessment Programs, Panel at HLC Annual Conference, March 2015

Percentage of Time Devoted to Global/International Studies: 25%

Other International Distinctions: Program and partnership development; invited lectures; program evaluation and accreditation; Member, Higher Learning Commission of North Central Association (regional accrediting body) Member of Institutional Actions Council, 2014–present

Bo Zhang: Professor, Educational Statistics and Measurement, College of Education.

Education: PhD, 2003, University of Pittsburgh

Foreign Languages: Chinese (5)

Field Experience: n/a

Courses Taught: Educational Statistics, Educational Measurement, Survey Research Methods, Psychometric Theory.

Current Research/Teaching Specialization: Educational measurement, large-scale assessment, classroom assessment, language testing.

Sample Publications:

Zhang, B., Johnson, L., & Bagci Kilic, G. (2008). Assessing the reliability of self and peer rating in student group work. *Assessment and Evaluation in Higher Education*, 33 (3), 329-340.

Zhang, B. (2010). Accuracy and Consistency of Language Proficiency Classification under Competing Measurement Models. *Language Testing Journal*. 27(1), 119-140.

Zhang, B., Xiao, Y. & Luo, J. (2015). Rater Reliability and Score Discrepancy under Holistic and Analytic Scoring in Second Language Writing. *Language Testing in Asia*.5:5.

Zhang, B., & Navejar, R. (2015). Effects of Ambient Noise on the Measurement of Mathematics Achievement for Urban High School Students. Urban Education. Advance online publication.

Rome, L., & Zhang, B. (2018). Investigating the Effects of Differential Item Functioning on Proficiency Classification. *Applied psychological measurement*, 42(4), 259-274.

Distinctions:

Evaluator for Mount Mary University Jewel Scholars Program (2017-2022) funded by NSF; Evaluator for ALMA (Advancing Reading and Math through the Arts) Project (2013-2014) funded by U.S. Department of Education; Evaluator for Effect of the SUN Teacher Workshop on Student Achievement (2007-2011) funded by NSF; Outstanding Teaching Award, School of Education, University of Wisconsin – Milwaukee, 2012.

Akdere, Mesut, Associate Professor, Human Resource Development, School of Education

Education: PhD, 2005, University of Minnesota-Twin Cities

Foreign Languages: Portuguese (2); Arabic (3); German (2); Turkish (5); French (3)

Field Experience: Turkey, Brazil, UAE, Thailand, Taiwan, Bahrain, Malta, Portugal

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Human Resource Development, International Cross-Cultural Experiences in Developing Human Resources, Coordination of Staff Development and Training, Leadership Ethics in Multicultural Organizations, Fieldwork in Schools, Agencies, and Institutions, Decision Making in Multicultural Organizations

Current Research/Teaching Specialization: Quality management, Leadership development, Organizational learning, Performance improvement through human resource development

Sample Publications:

"Examining the role of employee focus in the Turkish healthcare industry." *Total Quality Management and Business Excellence*, 23(8). 1-16. 2012. Co-authors: Gider, O., & Top, M.

"The Islamic worldview of adult learning in the workplace: Surrendering to God." *Advances in Human Resource Development*, 8(3). 355-363. 2006. Co-authors: Russ-Eft, D., & Eft, N.

"Human resource development in the Middle East." *Companion to Human Resource Development*, 2014. Co-author: Dirani, K.

"Islamic perspectives on work-based learning." In P. Gibbs (Ed.), *Learning, work and practice: New understandings*, 207-217. Springer, 2012. Co-author: Salem, J. M.

Distinctions: Visiting Professor, University of Sao Paulo, Brazil, 2010-Present; International SIG Chair/Asia Chapter Coordinator, Academy of Human Resource Development; Grant recipient, Overseas Non-credit Certificate Program in Human Resource Management, Turkey, 2013-17; International Human Resource Development Experiences in Asia and MENA, UWM, 2010-11; Grant recipient, Evaluation Meeting for the Fulbright Teacher Spring Seminars, Germany, 2010

Alkhas, Anita, Associate Professor, French/Italian/Comparative Literature --French, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1999, Michigan State University

Foreign Languages: Russian (2); Farsi, Western (3); French (5); Spanish (3)

Field Experience: Canada, France, Russia

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: French language; Contemporary French Culture and Language, Reaction and Innovation: French Culture of the 19th and 20th Centuries, Topics in French and Francophone Cultures: Picturing the Maghreb

Current Research/Teaching Specialization: 19th and 20th century French literature and culture, Second language acquisition, Contemporary French and Francophone culture, Use of technology in foreign language pedagogy, Foreign language pedagogy

Sample Publications:

"L'arte vivente: Baudelaire e Duchamp. Trans. and introduction Paola Magi." Milan, Italy: Archivio Dedalus, 2018.

"Leading with Our Strengths on the Path to Proficiency: WAFLT 2017 Summer Institute." *The Voice of WAFLT*, Vol. 44, No. 2, Fall 2017.

"Learning French from Spanish and Spanish from French: A Short Guide." Washington, DC: Georgetown University Press, 2017. Co-author: Lunn, Patricia.

"The National Standards Collaborative Board (2015)." *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA. (Revisions to generic volume: lead writers June K. Phillips and Dan Reutershan, contributing writers Anita Alkhas, Donna Clementi, Kathryn Hartung). Print.

Distinctions:

Wisconsin Association for Language Teachers Recognition of Merit Award, 2017; UWM Educational Technology Projects, Faculty advisor for Language Resource Center grants (Student-Centered Smart Classrooms for Languages; Language Oasis), 2014 & 2015; 2013; Co-moderator Southeastern Wisconsin Academic Alliance in French, 1999-Present; Core Faculty for UISFL Grant to enhance MENA studies, 2009-2011; Interdisciplinary International Teaching and Research Cluster Award to develop Arabic for French/Spanish Speakers, 2009; AATF-Wisconsin Distinguished French Educator Award, 2006; Coordinator, French Program, 2012-Present

Allen, Mike, Professor, Communication, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1987, Michigan State University

Foreign Languages: Russian (1); German (1)

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Business and Professional Communication, Communication in a World of AIDS

Current Research/Teaching Specialization: Mass media effects, Classroom communication, Social influence across context

Sample Publications:

"The vicarious and source credibility grid across cultures." *Journal of Asian Pacific Communication*, 28(1), 83-106. 2018. Co-authors: Dilbeck, K.E., Dominguez, A.S., Ruiz, J.D., & Allen, M. doi:10.1075/japc.00005.dil

"International conflict and intervention: Application of structural-attitudinal-transactional model." In N. Burrell, M. Allen, B. Gayle, & R. Preiss (Eds.), *Managing interpersonal conflict: Advances through meta-analysis* (pp. 181-194). New York: Routledge. 2014. Co-authors: Maier, M., Allen, M., & Burrell, N.

"The value for innovation of inter-firm networks and forming alliances: A meta-analytic model of indirect effects." *Computers in Human Behavior*, 64, 285-298. 2016. Co-authors: Salazar, A., Gonzalez, J.M.H., Duysters, G., Sabidussi, A., & Allen, M.

"Cold War Redux." In Andrew Martin and Patrice Petro (Eds.), *Rethinking Global Security: Media, Popular Culture, and the 'War on Terror.'* New Brunswick, NJ: Rutgers University Press. 2006. Co-author: Robert Ricigliano.

Distinctions: Editor, *World Journal of Meta-Analysis* and *World Journal of Methodology*; Representative, Intercultural and International Communication Division to the National Communication Association Nominations Committee, 2006-2007; Frequent presenter at conferences of International Association for Conflict Management; Awarded outstanding Journal Reviewer, *Asian Pacific Educational Review*, Seoul National University, 2017

Aman, Mohammed, Professor, Library and Information Sciences, School of Information Studies (Global Studies Affiliate)

Education: PhD, 1968, University of Pittsburgh; Post-doctorate, 1969, New York University

Foreign Languages: German (2); Arabic (5); French (4)

Field Experience: Germany, Egypt, Morocco

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Information Management; Seminar in International and Multicultural Information Services, Seminar in Library Administration, Management of Libraries & Information Centers, The Academic Library, The Public Library

Current Research/Teaching Specialization: Information policy in the Middle East, Libraries and democracy, Education reforms in the Arab countries, Assessment and accreditation of higher education in Arab states, Evaluation of library & information services, Library and information center management

Sample Publications:

"Arab Periodicals and Serials: A Subject Bibliography" New York: Routledge, 2016.

"The Middle East: New Order or Disorder." Washington, DC: Policy Studies Organization/Westphalia Press, 2016

"Beyond the Arab Spring: Review of the Literature." Washington, DC. Policy Studies Organization/Westphalia Press, 2015.

"Reforms & Conflicts in the Middle East." Washington, DC: Policy Studies Organization (PSO)/Westphalia Press, 2014.

"New Directions in the Middle East." Washington, DC: Policy Studies Organization (PSO)/Westphalia Press, 2014.

"The Use of the Internet in Libraries Technology Use in Libraries & Information Centers." *Information Services Profiles of Academic Libraries*. Kuwait: Al-Falah Publishing. 2008.

"Education for Library & Information sciences and National Development." *Arab Journal for Library & Information Sciences, Revue Arabe d'Archives, De Documentation, & D'Information*, 15 (29-30). 23-48. 2011.

Distinctions: Editor-in-Chief, *Digest of Middle East Studies*; Member of the Council of the Arab Union Catalog, King Abdulaziz Public Library, Saudi Arabia; Invited by the Saudi Ministry of Higher Education for trial accreditation of King Abdulaziz University in Jeddah, Saudi Arabia, 2006; Award of Distinguished Service to the Arab Library & Information Community, Arab Federation of Library and Information Professionals, Beirut, 201

Applbaum, Kalman, Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1993, Harvard University

Foreign Languages: Japanese (2); Hebrew (5); Yiddish (2); French (4); Aramaic (2)

Field Experience: Japan, Israel

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Cross-Cultural Study of Religion, Food and Culture, Urban Anthropology, Global Medical Anthropology, Economic Anthropology, Contexts for Global Management, Japanese Culture and Society, Medicine and Pharmaceuticals in the Global Age, Economic Sustainability and the Pursuit of Happiness

Current Research/Teaching Specialization: Economic anthropology, Globalization, Transnational corporations, Psychopharmaceuticals in the transformation of psychiatric practice, Food and culture, Medical and economic anthropology, Commercial marketing of pharmaceuticals and treatment outcomes/costs

Sample Publications:

"The Marketing Era: From Professional Practice to Global Provisioning." New York, London: Routledge, 2004. (Translated into Macedonian, Taylor and Francis, 2011.)

"Consumption and Market Society in Israel." In Carmeli, Y.S. and K. Applbaum (Eds.), Oxford: Berg, 2004.

"Le proces du Risperdal: la promotion hors AMM et pourquoi il est si difficile de l'empêcher [The Trial of Risperdal: Off-label Promotion Schemes and Why they are Difficult to Halt]." Paris: Les Arènes, 175-200, 2013.

"Markets: Places, Principles, and Integrations." In James Carrier (Ed.), Handbook of Economic Anthropology, Second Edition. 257-274. London: Edward Elgar, 2012.

"Marketing Global Health Care: The Practices of Big Pharma." In Leo Panitch and Colin Leys (Eds.), The Socialist Register: Morbid Symptoms: Health Under Capitalism, 95-115. 2010.

"Free Markets and the Unfettered Imagination of Value: A Response to Hart/Ortiz and Gudeman." Anthropology Today, 25 (1). 26-27. 2009.

Distinctions: Visiting Scholar, Royal Thimphu College, Bhutan, 2012; Visiting Fellow (Elected Life Member of the College), Clare Hall, University of Cambridge, UK, 2008; Visiting Scholar, Graduate School of Asia-Pacific Studies, Waseda University, Tokyo, 2001; 3 Grants development of Global Studies courses, 2004-2009; Member, Editorial Board, Transnational Marketing Journal

Arnold, Bettina, Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1991, Harvard University

Foreign Languages: Welsh (1); French (3); German (5); Urdu (1)

Field Experience: Ireland, Germany, France, Switzerland

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: The Celtic World, Human Origins/Human Evolution, Fantastic Archaeology, European Archaeology, Archaeology of Gender, Who Owns the Past?, Archaeological Professionalism, Perspectives on Prehistory, World Archaeology: Foundations of Civilization, Archaeology and Politics in Global Perspective, World Prehistory, Celtic Women, Rise of Civilization, Professionalism in Anthropology

Current Research/Teaching Specialization: Archaeological interpretations and analysis of complex societies, Material culture as a symbolic system and a means of communicating social messages, Meaning of monuments and their construction, Archeology of gender, Role of alcohol in establishing social relationships in a prehistoric and historic societies, European prehistory, Mortuary analysis, Nationalism and identity

Sample Publications:

"Keltischer Trank aus Brew City, USA." With Joshua Driscoll. Archäologie in Deutschland 2017 (2): 64-65, 2017.

"Two Hallstatt burial mounds in the Hohmichele group in the 'Speckhau.'" The Heuneburg and the Early Iron Age Princely Seats: First Towns North of the Alps, pp. 121-127. Budapest: Archaeolingua, 2016. Co-authors: Matthew L. Murray. In D. Krausse, M. Fernández-Götz, L. Hansen and I. Kretschmer

"Das Geheimnis von Sammlung 213: Milwaukee, USA. Der Hobbyarchäologe William Frankfurth in den Alpen." In Florian Müller (ed.) Graben, Entdecken, Sammeln: Laienforscher in der Geschichte der Archäologie Österreichs, pp. 259-276. Wien-Berlin-Münster: LIT-Verlag, 2016. Co-author: Harald Stadler.

Distinctions: UWM Distinguished Service Award, 2013; 3 National Geographic Society Research Awards; American Anthropologist Editorial Board; European Association of Archaeologists Nominations Committee; Editorial Board Keltische Forschungen 2009-present; European archaeology expert interviewee and consultant for ARTE, Archäologie in Deutschland, Der Spiegel, U.S. News, UWM Public Radio, A&E, and BBC World Service; Celtic Studies Advisory and Curriculum Committee Member, 1999-present; Co-Director, Center for Celtic Studies, 2001-09

Atherton, Margaret, Professor, Philosophy, College of Letters and Science

Education: PhD, 1970, Brandeis University

Foreign Languages: French (3); German (4); Greek (1); Latin (3)

Field Experience: England, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Seminar in Major Philosophers, Philosophical Classics, Special Topics in the History of Modern Philosophy, History of 17th and 18th Century European Philosophy

Current Research/Teaching Specialization: English philosophers of the early modern period, Historical issues in the philosophy of psychology, The work of women philosophers, Philosophy of George Berkeley and John Locke

Sample Publications:

"Women Philosophers in England in the Seventeenth and Eighteenth Centuries." In Steven Nadler (Ed.), *The Blackwell Companion to Early Modern Philosophy*. Blackwell, 2002.

"Apprendre à voir: les enseignements de la défense des théories de la vision." In Dominique Berlioz (Ed.), *Berkeley: Langage de la perception et art de voir*. Presses Universitaires de la France, 2003.

"Locke's last word on spirit." In Petr Glombicek and James Hill (Eds.), *On the Concept of Mind in Early-Modern Philosophy*, Cambridge Scholars Publishing, 2010.

"Berkeleianství a popření hmoty." In Petr Glombicek and James Hill (Eds.), *George Berkeley Pruvodce jeho filosofie*, Filosofia, nakladatelství Filosofického ústavu AV ČR, 2009.

"Descartes among the British." In Tad Schmalz (Ed.), *Receptions of Descartes*, Routledge, 2005.

"Apprendre à voir: Les enseignements de la Défense de la théorie de la vision." In Dominique Berlioz (Ed.), *Berkeley: Perception et langage*, Presses universitaires de France, 2003.

"Women Philosophers in England in the Seventeenth and Eighteenth Centuries." In Steven Nadler (Ed.), *The Blackwell Companion to Early Modern Philosophy*, Blackwell, 2002.

Distinctions: Philosophy Associations Coordinator, International Berkeley Society; Member, British Society for the History of Philosophy; Frequent participant and presenter, International Berkeley Society Conferences (Switzerland, Estonia, etc.); Outside reader, PhD dissertations, University of Neuchatel, University of Oslo and Trinity College, Dublin

Bahmani-Oskooee, Mohsen, UWM Distinguished Professor and Wilmet Professor, Economics, College of Letters and Science (Global Studies and International Studies Affiliate)

Education: PhD, 1981, Michigan State University

Foreign Languages: Azeri (5); Turkish (3); Farsi, Western (5)

Field Experience: Germany, Turkey, Iran

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: International Finance, International Economic Relations, Principles of Microeconomics, Principles of Macroeconomics, Intermediate Macroeconomics, Undergraduate International Economics (trade and finance), Undergraduate/Graduate International Finance, International Studies Senior Seminar

Current Research/Teaching Specialization: International finance, International trade, Impact of currency depreciation on trade flows, International reserves, Developments in the black market for foreign exchange, Open economy macroeconomics, Applied econometrics, Asymmetry Analysis.

Sample Publications:

"On the Asymmetric Effects of Exchange Rate Volatility on Trade Flows: New Evidence from US-Malaysia Trade at Industry Level", *Economic Modelling*, Vol. 63, pp. 86-103. 2017. Co-author: M. Aftab

"On the Value of the Dollar and Income Inequality: Asymmetric Evidence from State Level Data in the U.S.", *Journal of Economic Asymmetries*, Vol. 16, pp. 64-78. November 2017. Co-author: A. Motavalehzadeh-Ardekani.

"Industry Trade and Exchange-Rate Fluctuations: Evidence from the U.S. and Chile." *International Review of Economics and Finance*, 29. 619-626. 2014. Co-authors: H. Harvey and S. Hegerty.

"Long-Run Price Elasticities and the Marshall-Lerner Condition: Evidence from Egypt-EU Commodity Trade." *European Journal of Development Research*, 25(5). 695-713. 2013. Co-author: A. Hosny.

Distinctions: Developing inter-institutional partnership, Viadrina University, Germany; Visiting Scholar, International Monetary Fund, 2005; Director of the Center for Research on International Economics; Editor and Editorial Board Member for 10 International Economic Journals; Member, UWM Task Force on Internationalization; UWM Global Studies Advisory Committee Member.

Bales, Barbara, Associate Professor, Teacher Education and Instruction, School of Education

Education: PhD, 2004, University of Wisconsin-Madison

Field Experience: Italy, Japan

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Writing from Qualitative Research, Instructional Research and Theory, Analysis of Instruction to Improve Teaching and Learning, Improving Teaching and Learning with Classroom-based Assessments, Research in Schools and Communities, Guiding Instructional Improvement

Current Research/Teaching Specialization: Teacher education policies, Preparation programs, Teacher learning and development, Students' opportunities to learn

Sample Publications:

“Analyzing Poverty, Learning, and Teaching through a Critical Race Theory Lens.” Review of Research in Education, 37(1). 2013. Co-Author: Milner, H. R.

“Radical Initiatives in the Preparation of Multicultural Teachers.” Radical Pedagogy, 10(2). 2013. Co-Author: Saffold, F.

Distinctions: Research on “The Internationalization of Standards-based Teacher Education Reforms” with Shizuoka University – School of Education, Japan, 2014; Co-Chair, MPS National Board for Professional Teachers Support, 2012; Program Development Partner, Milwaukee Public Schools Office of Mentoring and Induction, 2010-present; Keynote Presenter, “Restructuring Teacher Education in the United States: Finding the Tipping Point,” at the 2014 Consider Our Educational Reform from the Viewpoint of Local Districts, Nations and Globalism, Tokyo Education Liberal Arts University, Tokyo, Japan, 2013; Consulting Editor, Review of Research in Education, 2012-13

Banerjee, Sukanya, Associate Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, University of California - Riverside

Foreign Languages: Hindi (5); Bengali (5)

Field Experience: India, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: English Literature: the Nineteenth Century ; Postcolonial Studies; World Literatures in English

Current Research/Teaching Specialization: Postcolonial studies with an emphasis on South Asia, nineteenth century India and Britain, Victorian literature and culture, South Asia, gender studies

Sample Publications:

“The Victorians: Empire and the East,” Orientalism and Literature edited by Geoffrey Nash (Cambridge: Cambridge University Press, forthcoming 2018).

“Of Polygamy and the Modern: Conjugal Loyalty in the British Sensation Novel” in Re-plotting Marriage in Nineteenth-Century British Literature, edited by Jill Galvan and Elsie Michie (Columbus: Ohio State University Press, 2018).

“Ecology and/of Empire,” in Ecological Form: System and Aesthetics in the Age of Empire, edited by Nathan Hensley and Philip Steer (New York: Fordham University Press, 2018).

“Who, or What, is Victorian?: Ecology, Indigo, and the Transimperial,” Victorian Studies 58.2 (Winter 2016): 223-33.

“Colonial and Postcolonial Literature,” in Blackwell Encyclopedia of Victorian Literature, edited by Dino Felluga, Pamela Gilbert, and Linda Hughes (New York: Wiley/Blackwell, 2015): 348-54.

Distinctions: Resident Director, London Study Abroad, 2008; Sonya Rudikoff Book Prize - awarded by Northeast Victorian Studies Association (for Becoming Imperial Citizens); Research in the Humanities Award - biennial award given by UWM (for Becoming Imperial Citizens), 2011; UWM Teaching Excellence Award for Distinguished Undergraduate Teaching, 2016

Bartholomew, Karla, Assistant Professor, Public Health Policy, Zilber School of Public Health (Global Studies Affiliate)

Education: PhD, 2010, Vanderbilt University

Foreign Languages: Spanish (3)

Field Experience: Morocco

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Introduction to Public Health, Public Health Policy and Administration, Maternal and Infant Health in Morocco

Current Research/Teaching Specialization: Public health policy

Sample Publications:

Policy Briefing: Request for policy brief by Wisconsin Rep. Jon Richards: "Policy Brief: Effectiveness of Tobacco Prevention and Control Program Funding" (Apr 2013)

Legislative Briefing: Request for education by Wisconsin Sen. Lasee: Drafted written document for "Legislative Briefing: Preventing Lead Exposure in Wisconsin" (Mar 2013)

Policy Analysis: Request for presentation by Wisconsin Division of Public Health, SE Region: "ACA and Public Health –The Role of 'Community Benefits'" (Jul 2013)

"Students' Perceptions and Practices Regarding Carrying Concealed Handguns on University Campus."

American Journal of College Health, 6(5), 243-253. 2013. Co-authors: Thompson, A., Price, J.H., & Stratton, C.

Distinctions: Consultant to Morocco's Committee to Develop a National Newborn Screening Program

Beck, Robert, Associate Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1989, Georgetown University

Foreign Languages: Spanish (2) Latin (3)

Field Experience: Switzerland, United Kingdom, Netherlands, Germany, Ireland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: People and Politics (Global 101), Senior Seminar in International Studies, Global Studies Think Tank, International Law, International Legal Theory, International Law and Political Conflict Management

Current Research/Teaching Specialization: International law, Political conflict resolution/management, US foreign policy, global studies, Technology-enhanced pedagogy

Sample Publications:

"Law and Disciplinarity: Thinking Beyond Borders." Editor and contributor. Palgrave Macmillan, 2013.

"International Law volume. The International Studies Encyclopedia." Co-editor with Henry F. Carey. Wiley-Blackwell Publishing, 2010.

"International Law and the Rise of Nations: The State System and the Challenge of Ethnic Groups." Co-editor and contributor. Chatham House, 2001.

"International Law and the Use of Force: Beyond the U.N. Charter Paradigm." Routledge, 1st Ed., 1993. Co-author with Anthony Clark Arend. Routledge, 2nd printing, 2004.

"Legal Brief of the Defendants/Applicants: Prosecutor v. Mursfeld and Croft." With Aaron Fichtelberg, in Henry F. Carey and Stacey M. Mitchell, Understanding International Law through Moot Courts. Lanham, MD: Lexington Books, 2014: 254-265.

"The Grenada Invasion, International Law, and the Scoon Invitation: A Thirty Year Retrospective. The Commonwealth Journal of International Affairs 102 (June 2013): 281-290."

"Teaching International Law as a Partially Online Course: The Hybrid/Blended Approach to Pedagogy." International Studies Perspectives. August 2010.

"Teaching International Law." With Henry F. Carey, in Robert Denemark, ed., The International Studies Encyclopedia. (Wiley-Blackwell Publishing, 2010): 6801-6819.

Distinctions: Creator, "Learning Objects." http://www4.uwm.edu/cie/learning_objects.cfm?gid=55 Top 5 Google Site on the subject; Creator, *Foreign Affairs Online* website. <http://www.people.virginia.edu/~rjb3v/rjb.html> Google Top 25 web sites on International Relations; Featured Panelist, Milwaukee Public Television, International Focus television show; Recipient, UWM Distinguished Undergraduate Teaching Award, 2012

Benyamin, Jasmine, Associate Professor, Architecture, School of Architecture and Urban Planning, Chair, PhD Program

Education: PhD, 2015, Princeton University

Foreign Languages: German (3); French (4)

Field Experience: United Kingdom, Germany, France

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Architecture and Film, Fundamentals of Architectural Design

Current Research/Teaching Specialization: Architectural theory, Architectural history, Media and visual Literacy, Architectural manifestations in contemporary art practice and popular culture

Sample Publications:

"Archive Fever" published in JAE (Journal of Architectural Education), 2016.

"Towards a New Objectivity: Hermann Muthesius, Photography and the English House." Journal of Architecture (UK), Fall 2014.

"Architecture Future Perfect: Lara Almarcegui and the 'Ghost of Content,'" In Nora Wendl and Isabelle Wallace (Eds.), Contemporary Art About Architecture: A Strange Utility, 269-286. Ashgate; peer-reviewed, international distribution, 2013.

"Leftovers: Residual and Risk in "Our Digital Present" Proceedings of the ACSA 100 National Conference,

"Digital Aptitudes," 538-541. Boston 1-4 March 2012. Blind peer reviewed, national distribution, 2012.

[interview and podcast] "In Theory, a conversation with Louise Lemoine and Ila Beka." Texas A&M University, 2011. Co-interviewer: Lang, P.

Distinctions: Bechtel-CCA Collection Research Grant, Canadian Centre for Architecture Residency Program, Montreal, Canada, 2005; DAAD (Deutscher Akademischer Austauschdienst) Graduate Research Scholarship for advanced doctoral research in Germany, 2003; Fulbright Fellowship for advanced doctoral research in Germany, 2003; Translator, French-English, 4 Architectural catalogues and monographs

Berkowitz, Joel, Professor, Foreign Languages and Literature-Jewish Studies, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1995, The City University of New York

Foreign Languages: French (3); Hebrew (3); Yiddish (4); Russian (2); German (2)

Field Experience: United Kingdom, Israel, Canada, Poland, France, the Netherlands

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Introduction to Yiddish Culture, Yiddish Drama and Film, Introduction to Yiddish Literature: Modern Yiddish Fiction, The Jews of Modern Europe, Introduction to Jewish History, Yiddish Culture Between Europe and America, Survey of Modern Jewish Fiction, Theatre & Genocide

Current Research/Teaching Specialization: Yiddish theatre and drama, Yiddish Translation, Digital humanities methods to the study and preservation of Yiddish theatre

Sample Publications:

"Inventing the Modern Yiddish Stage: Essays in Drama, Performance, and Show Business." Wayne State University Press, 2012. Co-author: Barbara Henry.

"Landmark Yiddish Plays: A Critical Anthology." State University of New York Press, 2006. Co-editor and translator: Jeremy Dauber.

'Yiddish Theater.' In Oxford Bibliographies in Jewish Studies. Ed. Naomi Seidman. New York: Oxford University Press, 2015..

"This Is Not Europe, You Know': The Counter-Maskilic Impulse of American Yiddish Drama." In Edward S. Shapiro (Ed.), Yiddish Culture in America: Essays on Yiddish Culture in the Golden Land, 135-65. Scranton: University of Scranton Press, 2008.

"Perets Hirshbeyn." Gershon Hundert (Ed.), The YIVO Encyclopedia of Jews in Eastern Europe, 1. 719-20. Yale University Press, 2008.

Distinctions: Director, Sam & Helen Stahl Center for Jewish Studies; Workmens Circle /Dr. Emanuel Patt Visiting Professorship in Eastern European Jewish Studies, YIVO Institute for Jewish Research, 2005-6; Radio interviews, WUWM, WBGO (Newark), 2008-2010; Member, Jewish Latin America Collection Associates, Co-founder, Digital Yiddish Theatre Project, 2012; Charter member, Working Group on Jewish Theatre, Federation for International Theatre Research (FIRT); Global Studies Research Fellow, 2014-15; UWM C21 Fellow 2018-19.

Bhatnagar, Amit, Associate Professor, Marketing, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 1998, New York Buffalo

Foreign Languages: Hindi (5)

Field Experience: Europe, United Kingdom, Ireland, Spain, Netherlands, Greece, Germany, Austria, Hungary, Slovakia, Czech Republic

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: International Marketing, Principles of Marketing, Database Marketing, Internet Marketing, Study Abroad Course (Europe)

Current Research/Teaching Specialization: Marketing on the Web, Consumer information search behavior on the Web, Benefits and risks of online shopping, Advertising models for the Web, International marketing

Sample Publications:

"Moderating Role Of Product Type In The Relationship Between E-Retailer Service Attributes And Customer," International Journal of Electronic Marketing and Retailing, 8(4), 316-330. 2017. Co-authors: Yanfen, You, and Sanjoy Ghose

"Customer Satisfaction with E-retailers: The Role of Product Type in the Relative Importance of Attributes," Journal of Internet Commerce, 15(3), 274-291. 2016. Co-authors: Yanfen, You, and Sanjoy Ghose

"Online Market Entry: The Motivations for Imitation across Retailer Types", Managerial and Decision Economics, April, 37(3), 151-16. 2016. Co-authors: Ralitz Nikolaeva and Sanjoy Ghose

"Increasing Online Sales by Facilitating Spillover Shopping" Journal of Retailing and Consumer Services, 29, 58-69. 2016. Co-author: Purushottam Papatla

Distinctions: Visiting Professor, Athens University of Economics and Business, 2006-Present and ; Guest Professor, Hanku University, South Korea, 2017; Best Conference Paper, Global Conference on Business and Finance, Costa Rica, 2008; UWM CIE/OUR Undergraduate Research Travel Award, 2010; Media appearances on PBSm Wallet Hub and UWM Research, 2016

Bird-Soto, Nancy, Assistant Professor, Spanish & Portuguese, College of Letters and Science

Education: PhD, 2006, University of Wisconsin - Madison

Foreign Languages: Portuguese (3); French (2); Spanish (5)

Field Experience: Nicaragua, Mexico, Puerto Rico, Cuba

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Introduction to Literary Analysis, Latin American Literature, Hispanic Civilization and Literature, US Latinx Literature, Literary Theory and Criticism, Spanish for Reading Knowledge

Current Research/Teaching Specialization: Women writers, Puerto Rican women writers of the late nineteenth century and early twentieth century, US Latino literature, Gender and labor issues in literature, Gender studies

Sample Publications:

"Por el mundo que falta: Los viajes isleños de Luisa Capetillo." Ed. Sara Beatriz Guardia. (Ed.), Viajeras entre dos mundos, 685-698. Universidade Federal da Grande Dourados, Brazil, 2012.

"Subsuelo discursivo: El Vampiro del Río Grande de Roberto de la Torre Hurtado." In Jeffrey Oxford (Ed.), Gente de frontera, 207-230. San Juan: Casa de los Poetas Editores, 2012. Co-author: Pilar Melero.

Gendering XXI: Latinas, caribeñas y sus otros modos de ser. San Juan: Editorial Tiempo Nuevo, 2017.

"Los hipócritas de Franca de Armiño." San Juan: Editorial Tiempo Nuevo, 2013.

"Retelling La charca: Osario de Vivos, Women, and Con/Textual Aggressions in Puerto Rican Literature." Women in Contemporary Latin American Novels. Ed. Beatriz L. Botero. Palgrave Macmillan, 43-61. 2018.

"Para las lectoras: El monstruo, novela inédita de Manuel Zeno Gandía." Cuadrivium 11: 77-81. 2017

"Where Memory Resides: Graciela Limón's The Memories of Ana Calderón." Mundo Nuevo-Revista de Estudios Latinoamericanos (Caracas) No. 17: 101-11. 2015

Distinctions: Guest lecturer, Université de Rennes, France, 2017; International Author: XIX Feria del Libro, Santo Domingo, Dominican Republic, 2016; Coordinator of the II Ibero-American and Latino Studies Student Symposium, October 2010; UWM CLACS Faculty Travel Award and Course Development Award, 2009; UWM/CIE Research Cluster Grant, 2009; Roberto Hernandez Center Grant, 2009

Bilic, Viktorija Assistant Professor, Translation and Interpreting Studies , College of Letters and Science

Education: PhD, 2013, University of Heidelberg

Foreign Languages: German (5) Croatian (5) Spanish (4) French (3) Latin (3)

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Translation, German language courses

Current Research/Teaching Specialization: Historical Translation, North American immigrant letters research, Cultural Studies and Translation, Cooperative Translation, Translation Studies Pedagogy and Didactics, Terminology Management and Computer-Assisted Translation, Software Localization, Audiovisual Translation and Subtitling

Sample Publications:

“German-Language Media.” The Encyclopedia of Milwaukee. Amanda Seligman and Margo Anderson (eds.). DeKalb, IL: Northern Illinois University Press, 2018.

“Das Wort in der Übersetzung.” T21N – Translation in Transition. Online. Online Journal on Translation and Interpreting Studies, 2016. Co-authors: Anja Holderbaum and Joachim Kornelius.

“Willkommen in Milwaukee!” German Translation of Milwaukee tourism brochure. Milwaukee: Visit Milwaukee, 2016

“Historische amerikanische und deutsche Briefsammlungen: Alltagstexte als Gegenstand des Kooperativen Übersetzens.” [Historical American and German Letter Collections: A Cooperative Translation Study]. Trier: Wissenschaftlicher Verlag Trier, 2014.

Distinctions: Germany Meets the US– German Campus Weeks, German Embassy, 2016; 2018-2019 Research and Creative Activities Support (RACAS), UWM Research Grant

Blasini, Gilberto M. Associate Professor, English/Film Studies, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2002, University of California -Los Angeles

Foreign Languages: Spanish (5); French (3)

Field Experience: Puerto Rico

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Theories of Mass Culture, Cinema and Genre: Horror Films 1960-1985, Seminar in Contemporary Film Theory, World Cinema: Latin American Cinema, World Cinema: Latina and Latin American Female Directors, Colonial and Postcolonial Cinemas, Queer Cinema and Television, Global Road Movies

Current Research/Teaching Specialization: Contemporary film & TV theory, Critical studies in film and television, Latin American and Caribbean cinemas, Global auteurs, Colonial and postcolonial cinemas, Post-1967 US cinema, Queer cinema

Sample Publications:

“¡Bien Gorgeous! The Cultural Work of Eduardo Alegría.” In Centro: Journal of the Center for Puerto Rican Studies, 19(1). Spring 2007.

“Brincando el Charco: Hybridizing Puerto Ricanness.” Caribbean Studies, 36(1). January - June 2008.

“Caribbean Cinematic *Créolité*.” *Black Camera: An International Film Journal*. 1.1. Winter 2009.

“Recorriendo las Américas: Cars, Roads, and Latin American Cinema.” *The Latin American Road Movie*. Eds. Verónica Garibotto and Jorge Pérez. New York: Palgrave MacMillan, 2016.

“The Mexican Queer Cinema of Julián Hernández.” *Global Cinema Networks*. Eds. Elena Gorfinkel and Tami Williams. New Brunswick: Rutgers UP, 2018.

Distinctions: Director of Film Studies, 2008-Present; Associate Chair for Undergraduate Studies in English Department, 2014-present; Columnist for 80 grados, an online journal published by the University of Puerto Rico; Co-Moderator, The Cinema Club, foreign and independent films shown before commercial release to Milwaukee community; Member of the Faculty Advisory Committee of the Center for Latin American and Caribbean Studies, 2003-present

Bloom-Pojar, Rachel Assistant Professor, English, College of Letters and Science

Education: Ph.D. University of Kansas, 2015

Foreign Languages: Spanish (4)

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Composition, Writing in the Health Professions, Rhetoric, Health Literacy, qualitative research methods

Current Research/Teaching Specialization: Cross-cultural rhetorics of health and medicine

Sample Publications:

"A Dialogue with Medical Interpreters about Rhetoric, Culture, and Language." *Rhetoric of Health Medicine*. (Forthcoming)

Translanguaging outside the Academy: Negotiating Rhetoric and Healthcare in the Spanish Caribbean. *The National Council of Teachers of English: Studies in Writing and Rhetoric Series*. Urbana, IL. 2018.

"Translingual Rhetorical Engagement in Transcultural Health Spaces." *Methodologies for the Rhetoric of Health and Medicine*, eds. Lisa Meloncon and J. Blake Scott. New York: Routledge, 214-234. 2017

Distinctions: Article Reviewer, *Technical Communication Quarterly*, 2017; Proposal reviewer for conferences, 2016-2017; Completed Qualified Medical Interpreter Training, 2016

Bonds, Anne, Assistant Professor, Geography, College of Letters and Science

Education: PhD, 2008, University of Washington

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Global Political Economy, Geographies of Poverty and Inequality, Geographies of gender, race/ethnicity and class, The Geography of Race in the United States, Introduction to Human Geography, Economic Geography, The Geography of Cities and Metropolitan Areas, Perspectives in Geography, Geographies of Inequality: Urbanization and Development, Economic Geography

Current Research/Teaching Specialization: Spatial dynamics of neoliberal economic restructuring and governance, Social theory and the production and management of difference, Gendered, raced, and classed economic and social identities, Labor geographies, Critical geographies of race and gender, Political economy, Geographies of poverty and inequality, Politics of economic development, Critical prison studies

Sample Publications:

"Refusing Resilience: The Racialization of Risk and Resilience" in *Debates and Interventions in Urban Geography: The Politics of Resilience*, Urban Geography (online ahead of print) 2018

"Reinterpreting Geographies of Poverty and Inequality in the American Northwest." In Phillips, M. (Ed.), *Gentrification of the Countryside*. 2007. Co-authors" Victoria Lawson & Lucy Jarosz.

"On Racial Difference and Revolution." *Antipode: A Radical Journal of Human Geography*, 45(3). 517-520. 2013. Co-author: Inwood, Josh.

"Racing Economic Geography: The Place of Race in Economic Geography." *Geography Compass*, 7(6). 398-411. 2013.

"Feminist political economy in geography: Why now, what's different, what for." *Geoforum*, 79, pp 1-4. 2017. Co-authors: Werner, Marion, Kendra Strauss, Brenda Parker, Reecia Orzek, Kate Derickson.

Distinctions: . University of Wisconsin- Milwaukee Distinguished Undergraduate Teaching Award 2016. Transforming Justice: Youth-led Analysis of Mass Criminalization, Fromkin Social Justice Lectureship, 2017. Invited lecture, University of Minnesota, Department of Geography 2017. Invited participant, Feminism and Anti-Capitalism Workshop, University of British Columbia, 2017. Invited discussant, Urban Geography Plenary at the Annual Association of the American Geographers, Boston MA, 2016

Bootsma, Harvey, Associate Professor, School of Freshwater Sciences (Global Studies Affiliate)

Education: PhD, 1993, University of Manitoba

Foreign Languages: French (3); Chichewa (Malawi) (2)

Field Experience: Kenya, Malawi, Tanzania, Uganda, Venezuela, Mozambique, Burundi, DR of Congo

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Limnology, Freshwater inland Seas, Aquatic ecosystem dynamics, Independent studies in quantitative ecology, Limnology of the African Great Lakes

Current Research/Teaching Specialization: Aquatic ecology and conservation, African ecology, Algal ecology and aquatic food web dynamics, Tropical limnology, Plankton and nutrient dynamics in large lakes, The water-human health nexus in the African Great Lakes region, Impacts of land use on lake biogeochemistry, Interaction among community structure, energy flow and nutrient dynamics in benthic systems

Sample Publications:

"Carbon, nitrogen and phosphorus content of seston and zooplankton in tropical Lake Malawi: Implications for zooplankton nutrient cycling." *Aquatic Ecosystem Health and Management* (in press).

"Inputs, Outputs, and Internal Cycling of Silica in a Large, Tropical Lake." *Journal of Great Lakes Research*, 29. 121-138. 2003. Co-authors: R.E. Hecky, T.C. Johnson, H.J. Kling, and J. Mwita.

"The equatorial African deposition network (EADN)." Program manual for monitoring atmospheric deposition of nutrients and other contaminants in the equatorial region of Africa. 275. 2006. Co-author: Airzone One Ltd.

"Temporal trends of phytoplankton and zooplankton stable isotope composition in tropical Lake Malawi." *J. Great Lakes Res.* 37, 45-53. 2011. Co-authors: Ngochera, M.J., and H.A. Bootsma.

"African lake management initiatives: the global connection." *Lakes and Reservoirs: Research and Management* 11(4), 203-213. 2006. Co-authors: Hecky, R.E., H.A. Bootsma, and E.O. Odada.

Distinctions: UWM Foundation Research Excellence Award; Grant from UWM Research Growth Initiative.

Carbon Dynamics in a Large, Tropical Lake, 2009-11; Chief Scientist, Water Quality Section for the Lake Malawi Biodiversity Conservation Project; Science Adviser, World Bank Project Supervision, Lake Victoria Environmental Management Project, Uganda, Kenya, Tanzania

Borges Sugiyama, Natasha, Associate Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2007, University of Texas at Austin

Foreign Languages: Spanish (4); Japanese (1); French (1); Portuguese (5)

Field Experience: Brazil, Argentina, Peru, Chile, Mexico

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Pol Sci 325: Latin American Politics; Pol Sci 374: Health, Wealth, and Democracy; Pol Sci 372: Poverty and Politics; Pol Sci 326: Brazilian Politics and Society; Pol Sci 952: Politics of Developing Nations; Pol Sci 976: Comparative Public Policy

Current Research/Teaching Specialization: Comparative politics, Political economy, Public policy, Gender & politics, Brazilian politics and society, Social policy, Citizenship development

Sample Publications:

"Making the Newest Citizens: The Quest for Universal Birth Registration in Contemporary Brazil." *Journal of Development Studies*, with Wendy Hunter. 2017

"Democracy at Work: Moving beyond elections to improve well-being." *American Political Science Review* 111(1): 68-82, with Michael Touchton and Brian Wampler. 2017

"Pathways to Citizen Accountability: Brazil's Bolsa Família." *Journal of Development Studies* 52(8): 1192-1206. 2016.

"Whither Clientelism? Good Governance and Brazil's Bolsa Família Program." *Comparative Politics* 46,1. 43-62. Co-author: Wendy Hunter. 2013.

Distinctions: Director of CLACS, 2015-present; LACUSL Advisory Committee, 2015-present; CLACS Advisory Committee, 2015-present; Secretary/Treasurer for the Directors' Section of the Latin American Studies Association, 2017-2018; Guest on Milwaukee Public Television, 2016

Borgmann, Atsuko, Senior Lecturer, Foreign Languages and Literature -- Japanese, College of Letters and Science (Global Studies Affiliate)

Education: MA, 1997, University of Illinois Champaign-Urbana

Foreign Languages: Japanese (5); Chinese (2)

Field Experience: Japan

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Japanese

Current Research/Teaching Specialization: Language pedagogy, Second language acquisition, Error analysis and correction, Japanese discourse analysis, Learning styles and strategies, Japanese cultural study, Bilingual education, Heritage language education

Sample Publications:

"Book Review: Iki Iki Nihongo: Live Action Japanese." *The Language Teacher*. Tokyo: Japanese Association of Language Teachers (JALT), October 1995.

"Business Japanese I at the University of Wisconsin-Milwaukee." *American Association of Teachers of Japanese Japanese for Specific Purpose Special Interest Group Newsletter*: Issue No. 16, February 15th, 2014.

<http://www.aatj.org/resources/sig/jsp/news0214.pdf>

"When You Want to be Happy: The Language Teacher" (Translation) Article by Tim Murphey, Shiawase Ni Naritai Toki Wa (Tokyo: Japanese Association of Language Teachers (JALT), September 1995, pp. 54-55.

Distinctions: Oral proficiency Interview Tester (OPI); American Council on the Teaching of Foreign Languages, 2007-January 2017; President of the Wisconsin Association of Teachers of Japanese; Board Member for the Wisconsin Association of Foreign Language Teachers January 2013-December 2014; Judge for the Japan Exchange and Teaching (JET) Program February 2000-present

Bornstein, Erica, Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, University of California -Irvine

Foreign Languages: Hindi (3); Spanish (4); Shona (3); French (3)

Field Experience: India, Zimbabwe

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Peoples and Cultures of South Asia (Anthro 326), Anthropological Theory (Anthro 460), The Global Politics of Human Rights (Global 447), Humanitarianism in Global Perspective (Global 442), Law and Society (IntSt 550), Law and Society (Intst 550), Introduction to Anthropology: Culture and Society (Anthro 102), Lifeways in Different Cultures: A Survey of World Societies (Anthro 104), Ethnographies of Institutions (Anthro 649)

Current Research/Teaching Specialization: Non-governmental organizations and human rights, Economic anthropology, Ethnographic methods, Southern Africa, India, Political anthropology, Anthropology of religion, Philanthropy, Charity and humanitarianism, State regulation of the voluntary sector

Sample Publications:

"Disquieting Gifts: Humanitarianism in New Delhi." *Ethnographic monograph*, Stanford Studies in Human Rights Series, Stanford University Press. 2012.

"Forces of Compassion: Humanitarianism Between Ethics and Politics." (co-edited with Peter Redfield), *School for Advanced Research Advanced Seminar Series*. Santa Fe, NM: School for Advanced Research Press. 2011.

"The Impulse of Philanthropy." *Cultural Anthropology*, 24(4). 622-651. November, 2009.

"Religious Giving Outside the Law in New Delhi" In Michael Barnett and Janice Stein (Eds), *Sacred Aid* Oxford University Press, 2012.

"A Modest Map of the Aid World." *Human Rights Forum, Anthropology News*, 22-23. January 2009. Co-author: Peter Redfield.

Distinctions: Fellow, Jawaharlal Nehru Institute of Advanced Study, India, 2012-13; Global Studies Research Fellow, 2011-12; Univ. of Iowa International Major Projects Award, 2011; Undergraduate Overseas Research Advisory Committee, 2009-present; Faculty Coordinator, International Studies Program, 2012-present;

Bose, Niloy, Professor, Economics, College of Letters and Science

Education: PhD, 1995, Virginia Polytechnic Institute

Foreign Languages: Bengali (4); Hindi (3)

Field Experience: England, India

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Principles of Macroeconomics, Economic Theory: Macroeconomics, Money and Banking

Current Research/Teaching Specialization: Macroeconomics and Monetary Economics, Economic Development and Growth Theory, Application of the Theory of Private Information, Applied Microeconomics.

Sample Publications:

"International Trade: A case for Mongolian Economy." In The Mongolian Economy in Transition: A Manual of Applied Economics. Edward Elgar Publishing Limited, 2000. Co-authors: E. Gurgemjav and B. Walters.

"Endogenous corruption in economic development." Journal Of Economic Studies, 37(1), 4-25. 2010. Co-authors: Blackburn, K., & Haque, M.

"The Growth Effects of Property Rights: The Role of Finance. World Development, 40(9), 1784-1797, 2012. Co-authors: Antu Murshid and Martin Wurm.

"The Impact of Banking development on the size of the Shadow Economy." Journal of Economic Studies, 39(6). 620-638, 2012. Co-author: Martin Wurm and Salvatore Capasso.

"Public Expenditure, Bureaucratic Corruption, and Economic Growth." Manchester School. 79(3). 405-428. Co-author: with Keith Blackburn and Mohammad E. Haque. June 2011,

Distinctions: Research Fellow, Center for Growth and Business Cycle Research, University of Manchester, UK, 2004-present; Visiting Professor, Indian Institute of Management, Indore, India, 2011; Economic and Social Research Council (UK) research funding, 2000

Boyland, John, Professor, Computer Science, College of Engineering and Applied Science

Education: PhD, 1996, University of California-Berkeley

Foreign Languages: French (1); Chinese (2); German (3)

Field Experience: China, France, Switzerland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Program Analysis, Programming Languages Concepts, Introduction to Compilers, Data Structures and Algorithms, Object-Oriented Programming, Type Systems for Programming Languages, Compiler Construction and Theory

Current Research/Teaching Specialization: Logical Frameworks; Capturing patterns of aliasing in object-oriented programs in order to avoid concurrency errors and abstraction leaks , Formal description of language semantics using attribute grammars, and how these description can be implemented in software tool

Sample Publications:

"Constraint Semantics for Abstract Read Permissions." Proceedings of 16th Workshop on Formal Techniques for Java-like Programs Pages 1-6, July 2014. Co-authors: Peter Müller, Alexander Summers and Malte Schwerhoff.

"Generating Bijections between HOAS and the Natural Numbers." LFMTTP: Logical Frameworks and Meta-languages: Theory and Practice. July 2010.

Distinctions: Program Committee Chair, European Conference on Object-Oriented Programming (2015); Guest Professor at ETH Zurich 2013-14; Instructor, Summer course at Nanjing University of Science and Technology, 2015, 2016, 2017.

Brauner, Mitchell, Associate Professor, Music, Peck School of the Arts

Education: PhD, Brandeis University

Foreign Languages: French (4); Italian (4); German (4)

Field Experience:

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: General Survey of Western Music I, Music of the 20th Century

Current Research/Teaching Specialization: Musicology and ethnomusicology

Sample Publications:

"On the Cusp of the Print and Manuscript Cultures: the Liber Quindecim Missarum of 1516." Read at the 38th International Congress on Medieval Studies, Kalamazoo, May 2004. Read at the meeting of the American Musicological Society, Seattle 2004.

"Marketing the Virgin: Selling Monteverdi's 1610 Publication." Read at the meeting of the Midwest Chapter of the American Musicological Society," 8-9 April 2000; also at the invitations of the University of Pittsburgh, 9 February 2001; and Brandeis University, 1 March 2001.

"The Instrumental Consort Repertory of the Later Fifteenth Century." *Renaissance Quarterly*, 60(3). 980-998. 2007.

Mitchell-Walthour, Gladys Assistant Professor African and Diaspora Studies, College of Letters and Science

Education: Ph.D. University of Chicago, 2008

Foreign Languages: Portuguese (4)

Field Experience: Brazil, Costa Rica, Honduras, Mexico, Panama

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Black Reality: Survey of African American Society; Survey of Black American and Black Brazilian Societies; Black Politics and City Government; Global Black Social Movements; Seminar on Issues in Africology: Comparative Racial Politics in Afro-Latin America

Current Research/Teaching Specialization: Racial Politics in Latin America and Brazil

Sample Publications:

The Politics of Blackness: Racial Identity and Political Behavior in Contemporary Brazil. New York: Cambridge University Press. 2018.

"Economic Pessimism and Racial Discrimination in Brazil." *The Journal of Black Studies* 48(7): 675-697. 2017.

Race and the Politics of Knowledge Production: Diaspora and Black Transnational Scholarship in the USA and Brazil, with Elizabeth Hodge-Freeman. Palgrave MacMillan Press. 2016.

Distinctions: Attended talk, "The Future of Democracy in Brazil" with Brazil's former president, Dilma Rousseff, San Diego State University, 2018; Fromkin Research Grants and Lectureship, 2017; LACS Certificate Committee, 2016-2017; CLACS Faculty Research-Travel Award, 2015, 2016; Presenter, "An Intersectional Analysis of Bolsa Familia Recipients' Presidential Approval of Dilma Rousseff in 2012 and 2014," 2017; Brazil Studies Association Vice President, 2016-2017

Brodwin, Paul, Professor, Anthropology, College of Letters and Science (Global Studies Affiliate) Adjunct Professor, Center for Bioethics and Medical Humanities, Medical College of Wisconsin

Education: PhD, 1991, Harvard University

Foreign Languages: French (3); Haitian Creole (4)

Field Experience: Guadeloupe, Haiti

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Culture and Global Health, Introduction to Research Methods in Anthropology, Introduction to Anthropology, Medical Anthropology, Psychological Anthropology, Anthropological Theory, Caribbean Societies, Culture and Morality, The Body in Culture and Society, Introduction to Cultural Anthropology

Current Research/Teaching Specialization: Medical anthropology, Social theory, Culture and bioethics, Haiti and the Haitian Diaspora, Ethnography of bioethics, Cultural studies of psychiatry and mental health services

Sample Publications:

"Pentecostalism in Translation: Religion and the Production of Community in the Haitian Diaspora." *American Ethnologist* 30 (1): 85-101. 2003.

"Bioethics from the Margins: Haitian Immigrants and American Health Care." *Bulletin of the Park Ridge Center for the Study of Health, Faith, and Ethics*. Issue 17 (September/October) pp. 7-8. 2000.

"Sent Sickness in Haiti (Maladi Moun)." *Diagnostic and Statistical Manual*, 5th edition (DSM-V), section on "Cultural Concepts of Distress." New York: American Psychiatric Association, 2013.

"Marginality and Subjectivity in the Haitian Diaspora." In Regina Jackson (Ed.), *Geographies of the Haitian Diaspora* (in Routledge Studies on African and Black Diaspora), 34-50. New York: Routledge Press, 2011.

"The Dialectic of Marginality in the Haitian Community of Guadeloupe, French West Indies." In Peter Y. Paik and Marcus Bullock (Eds.), *Aftermaths: Exile, Migration and Diaspora Reconsidered*. Piscataway, New Jersey: Rutgers University Press., 2008.

"Medicine and Morality in Haiti: The Contest for Healing Power." Cambridge Univ Press, 1996.

Distinctions: Principal Investigator and Doctoral Dissertation Advisor for *Motivations for Medical Migration in the United States/Mexico Borderlands*, NSF, 2009; Member, Society for Cultural Anthropology and Bureau National d'Ethnologie, Port-au-Prince, Haiti; President of the Board of Directors, Haiti: Mind, Body, Bread, Inc.

Buff, Rachel, Professor, History, Director of Cultures and Communities, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1995, University of Minnesota

Foreign Languages: Spanish (2); Yiddish (2)

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Africans, Europeans, and Indian Nations in the Making of American Cultures, Transnational Migration, Immigration and U.S. Popular Culture, Midwestern Migrations, Post-1945 U.S., Immigration History, Rhetorics of Citizenship, Citizen, Migrant, Nation, Comparative Ethnic Studies

Current Research/Teaching Specialization: Mapping the Cold War, Gender and sexuality in history, American Indian history, race, gender, and immigration, Modern world history, Cultures of U.S. imperialism, Im/migration, Immigrant rights, Transnational cultural politics of the Cold War, Diasporic cultural citizenship

Sample Publications:

Against the Deportation Terror: Organizing for Immigrant Rights in the Twentieth Century. Temple University Press, 2017.

"'We're Here Because You Were There': Refugee Rights Advocacy and Anti-Semitism." *On Anti-Semitism: Solidarity and the Struggle for Justice*. Ed. Jewish Voice for Peace. Haymarket Books, (2017): 121-128.

Distinctions: Japanese Association of American Studies- American Studies Association Fellow, 2015. Global Studies Faculty Fellow, Center for International Education (CIE), Academic Year 2013-2014 Global Studies Research Fellow, 2013-14; Fellow, Center for 21st Century Studies, UWM, 2011-12; Interim Editor, *Voces de la Frontera*, Milwaukee, 2009-10; Member of Board of Directors, *Voces de la Frontera*, Milwaukee: 2010

Buley-Meissner, Mary Louise, Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1985, University of Washington

Foreign Languages: Chinese (1)

Field Experience: Germany, China, Hong Kong, Taiwan, Japan, Cambodia, Laos, Thailand, Vietnam, Turkey, Kazakhstan, Kyrgyzstan

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Hmong American Literature and Life Stories, Southeast Asian American Literature and Life Stories, Introduction to Asian American Literature, Asian American Women Writers, Contemporary Asian American Fiction, Spirituality in Multicultural America, Multicultural Literacies

Current Research/Teaching Specialization: Hmong American studies, Teacher education, Asian American literature, Spirituality across cultures, Chinese education and social change

Sample Publications:

Hmong and American: From Refugees to Citizens. Co-edited with Vincent K. Her. St. Paul: Minnesota Historical Society Press, 2012.

"Why Would We Want Those Students Here?: Bridges and Barriers to Building Campus Community Partnerships."

Hmong Studies Journal, 7. 1- 43. 2006. Co-author: Vincent Her.

"On the Road with P.T. Barnum's Traveling Chinese Museum: Rhetorics of Public Reception and Self Resistance in the Emergence of Literature by Chinese American Women Writers." In Morris Young and Lu Ming Mao (Eds.), *Representations: Doing Asian American Rhetoric*. 218-243. Logan, UT: Utah State UP, 2008.

"Hmong Memories and Voices: An Exploration of Identity, Culture and History through *Bamboo Among the Oaks: Contemporary Writing by Hmong Americans*." *Journal of Asian American Studies*, 13(1). 35-58. February 2010. Co-author: Vincent K. Her.

"Hmong and American: From Refugees to Citizens." Co-edited with Vincent K. Her. St. Paul: Minnesota Historical Society Press, 2012.

Distinctions: Resident scholar at Jinan University, Guangzhou, China (Summer 2014); Fulbright professor at University of Hong Kong (Spring 2018), Shanghai International Studies University (1993-1994) and Beijing Teachers College (1986-1987); visiting scholar at Justus Liebig University, Germany (Summer 2005) and Seijo University, Tokyo, Japan (Summer 2000 and Summer 1992); co-founder and co-coordinator, UW-Milwaukee Hmong American Studies Initiative (2000-2006).

Buseh, Aaron, Associate Professor, Nursing, College of Nursing (Global Studies Affiliate)

Education: PhD, 2001, University of Wisconsin-Milwaukee

Foreign Languages: French (4)

Field Experience: Swaziland, Thailand

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Perspectives on the Health Care System, Delivery of Health Care in Developing Countries, Freshman Seminar in Professional Nursing, Introduction to Nursing Research

Current Research/Teaching Specialization: AIDS in South Africa, Socio-cultural studies in sub-Saharan Africa, Global and cross-cultural public health research, HIV/AIDS, Health disparities, Global/international Health

Sample Publications:

"Swaziland : A Cultural Health Assessment." In D'Avanzo, C. (Ed.), *Mosby's Pocket Guide to Cultural Health Assessment*, 4th Ed. 676-681. St. Louis, MO: Elsevier Inc., 2008.

"Empowering resilience: improving health care delivery in war-impacted African countries a case study of Liberia." Lanham, MD: University Press of America Inc., 2008.

"HIV/AIDS stigmatizing attitudes among young people in Swaziland: individual and environmental factors." *Journal of HIV/AIDS Prevention in Children & Youth*, 7(1). 97-120. 2006. Co-authors: Park, C.G., Stevens, P.E., McElmurry, B.J., Kelber, & S.T.

"Knowledge, Group-Based Medical Mistrust, Future Expectations, and Perceived Disadvantages of Medical Genetic Testing: Perspectives of Black African Immigrants/Refugees." *Public Health Genomics*, 17(1). 33-42. 2014. Co-authors: Kelber S., Millon-Underwood S., Stevens P., Townsend L.

Distinctions: Recipient of Sigma Theta Tau International Honor Society of Nursing Excellence in Education Award, Eta Nu Chapter, 2007; Member, Advisory Committee, UWM Center for Global Health and Equity, 2005-present; Member, UWM Center for International Education Academic Programs Advisory Committee, 2004-present; Member, The Global Health Council, 1993-2010; Board Member, Pan African Community Organization 2010-present

Cameron, Barry, Associate Professor, Geosciences, College of Letters and Science

Education: PhD, 1993, Northern Illinois University

Foreign Languages: Spanish (3), French (3), Italian (4)

Field Experience: Guatemala, Nicaragua, Iceland, Italy

Percentage of Time Dedicated to Global/International Studies: 30%

Courses Taught: Geosci 105: Earth, Air, Fire and Water, Geosci 302: Petrology-Igneous/Metamorphic Rocks, Geosci 525: Terroir – Geology in a Glass, Geosci 635: Volcanology, Geosci 638: Advanced Igneous Petrology, FoodBev 102: Introduction to the Culture and Science of Fermentation

Current Research/Teaching Specialization: Igneous petrology, Volcanology, Terroir, Hydrochemistry of modern geothermal systems, Volcano-groundwater interaction

Sample Publications:

“Effects of Vineyard Soil Properties on the Phenolic Composition of Syrah Grapes from the Walla Walla Valley AVA,” submitted to Geology and Wine Series, Geoscience Canada, 25 manuscript pages. 2018. Co-authors: Karakis, S., Kevin Pogue, and Erik Gulbranson.

“Insight into the source of grapevine water acquisition during key phenological stages using stable isotope analysis,” Australian Journal of Grape and Wine Research, v. 24, no. 2, p. 252-259. 2017. Co-authors: Karakis, S., E. Gulbranson

“Terroir of Historic Wollersheim Winery, Lake Wisconsin American Viticultural Area,” Geology and Wine 14. Geoscience Canada, v. 46, no. 4, p. 265-282. 2016. Co-authors: Karakis, S., William Kean, 2016,

“Evolution of a subglacial basaltic lava flow field: Tennena volcanic center, Mount Edziza volcanic complex, British Columbia, Canada,” Journal of Volcanology and Geothermal Research, v. 272, p. 39-58. 2014. Co-authors: J.D.G. Hungerford, B.R. Edwards, I.P. Skilling

“Monogenetic, behind-the-front volcanism in southeastern Guatemala and western El Salvador: $^{40}\text{Ar}/^{39}\text{Ar}$ ages and tectonic implications,” Lithos, v. 123, p. 243-253. J.A. Walker, B.S. Singer, B.R. Jicha, M.J. Carr, and J.L. Olney, 2011,

Distinctions: Co-PI on three-year \$539,539 NASA grant to study Iceland basalts as a Mars analog; Participation in NSF Grants for research on Volcanology in British Columbia and Antarctica, 2001-18; Terroir research in the Marche region of central Italy; Visiting Professor in 2011-12, School of Science and Technology, Geology Division, University of Camerino, Italy;

Campbell, Benjamin, Associate Professor, Anthropology, College of Letters and Science

Education: PhD, 1990, Harvard University

Foreign Languages: French (2)

Field Experience: France, Kenya, Zimbabwe, Switzerland

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Human biology, Human Evolution and Variation, Human Evolutionary Physiology, Evolutionary Biology and Human Disease, Neuroanthropology, Hormones and Behavior

Current Research/Teaching Specialization: Human Biology, Hormones, Human Life History, Hormone and the Brain, Ritual, Nomads

Sample Publications:

"Dopamine receptor genetic polymorphisms and body composition in undernourished pastoralists: an exploration of nutritional indices among nomadic and recently settled Ariaal men in northern Kenya." BMC Evolutionary Biology, 8. 173. 2008. Co-authors: Eisenberg, D.T., Gary P.B., & Sorenson, M.D.

"DHEAS among Turkana men of northern Kenya." The Aging Male, 10. 203-209. 2007. Co-authors: Leslie P.W., & Campbell, K.L.

"Testosterone and marriage among Ariaal men." Current Anthropology, 48. 750-755. 2007. Co-authors: Gray, P.B., & Ellison, P.T.

"Dopamine Genes and Human Migration." In Crawford M. and Campbell B.C. (Eds.), The Causes and Consequences of Human Migration: An Evolutionary Perspective. 45-64. Cambridge University Press, 2012. Co-author: Barone L.M.

"In the Company of Men: Quality of Life and Social Support among the Ariaal of Northern Kenya." Cross-Cultural Journal of Gerontology, 26:221-37. 2011. Co-authors: Campbell, B.C, Gary, P.B, Radak.

Distinctions: Visiting Scholar, Harvard University, 2006-07; Grant, Quality of Life and Testosterone among Ariaal Men of Kenya, Wenner-Gren Foundation, 2004-05; Interviewed for History Channel, 2012 and work covered by NY Times and New Scientist

Carlin, Martha, Professor, History, College of Letters and Science

Education: PhD, 1984, University of Toronto, Canada

Foreign Languages: Latin (4); French (3); German (2); Spanish (2); Italian (1))

Field Experience: Canada, France, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: The History of Medieval Europe: The Early Middle Ages, The History of Medieval Europe: The High Middle Ages, Food, Culture, and Power: The Role of Food in History, Life in a Medieval Castle, Colloquium in European History: Medieval Cities, Seminar in European History: London to 1600, Western Civilization to 1500, Medieval London, The Role of Food in History, England, 1200-1250

Current Research/Teaching Specialization: Food and daily life in history, Medieval Europe

Sample Publications:

“Medieval London: Collected Papers of Caroline M. Barron”. Kalamazoo, Michigan: Medieval Institute Press, 2017. Co-editor: Joel T. Rosenthal.

“Lost Letters of Medieval Life: English Society, 1200-1250.” Philadelphia: University of Pennsylvania Press, 2013. Co-author: David Crouch.

“Gower’s Southwark.” In The Routledge Research Companion to John Gower. Ed. Ana Sáez-Hidalgo, Brian Gastle, and R. F. Yeager. Abingdon, Oxon.: Routledge, 2017, Chapter 11, pp. 132-49.

“Thomas Spencer, Southwark Scrivener (d. 1428): Owner of a Copy of Chaucer’s Troilus in 1394?” Chaucer Review, 49:4 (April, 2015): 387-401.

Distinctions: Fellow of the Royal Historical Society, United Kingdom; Councilor of the London Record Society; Chair, Graduate Program Review Sub-Committee

Chakrabarti, Avik, Associate Professor, Economics, College of Letters and Science

Education: PhD, 1998, University of Michigan Ann Arbor

Foreign Languages: Sanskrit (2); Bengali (5); Hindi (2); German (1)

Field Experience: India

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: International Trade, International Finance, Industrial Organization, Economic Systems, Microeconomics, Macroeconomics.

Current Research/Teaching Specialization: Outsourcing, Multinational corporations, International trade and investment, Microeconomics

Sample Publications:

Beladi, H., Chakrabarti, A., & Marjit, S. (2015). [On Cross-Border Mergers and Product Differentiation](#). *The BE Journal of Economic Analysis and Policy: Advances*, 15(1), 37-51.

Chakrabarti, A., & Zeaiter, H. (2014). [The Determinants of Sovereign Default: A Sensitivity Analysis](#). *International Review of Economics and Finance*, 33.

Distinctions: Royal Economic Society Academic Grant, United Kingdom; International Trade Research Award, Export-Import Bank of India; Excellence in Teaching Award, Student Success Program, UWM; Advisory Board, Pakistan Economic and Social Review

Choi, Woonsup, Associate Professor, Geography, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2005, University of Illinois at Urbana-Champaign

Foreign Languages: German (1); French (1); Korean (5)

Field Experience: Canada, Korea

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Physical Geography of Cities, Spatial Analysis, Our Physical Environment, Watershed Analysis and Modeling, Hydrogeography, Remote Sensing

Current Research/Teaching Specialization: Hydroclimatology, Hydrological modeling, Effect of climate change and urbanization on water resources, Geographical Information Sciences, Climatology

Sample Publications:

“Characteristics of Deforestation in the Democratic People’s Republic of Korea (North Korea) between the 1980s and 2000s,” *Regional Environmental Change*, DOI: 10.1007/s10113-016-1022-3, vol. 17, no. 2, pp. 379-388, 2017. Co-authors: S. Kang, J. Choi, J.J. Larsen, C. Oh, and Y. Na

“Forest cover changes in North Korea since the 1980s,” *Regional Environmental Change*, 14(1). 347-354, 2014. Co-author: Kang, S.

“Hydrological impacts of warmer and wetter climate in Troutlake and Sturgeon River basins in central Canada,” *Water Resources Management*, vol. 28, pp. 5319–5333, 2014. Co-authors: S.J. Kim, M. Lee, K. Koenig, and P. Rasmussen

“Early summer dissolved oxygen characteristics in restored streams in Seoul.” *Journal of the Korean Geographical Society*, 48(3). 336-347, 2013. Co-authors: Thoenen, C., and J. Choi.

“Regional Development of Korea.” In Kwon, Y. and J. Lee (Editors-in-Chief), *The Geography of Korea*, National Geographic Information Institute, 357-389. Suwon, Korea, 2010. Co-author: Kim, T.

Distinctions: Visiting Scholar, University of Copenhagen, May-July 2015; AAG-NSF Travel Grant for IGU Conference, Germany, 2012; President, Korea-America Association for Geospatial and Environmental Sciences; Lecturer/Presenter, Yonsei University, Kongju National University, Kyung Hee University, Chonnam National University, Pusan National University, Busan, Korea, Korea Research Institute for Human Settlements: Anyang, Gyeonggi, Korea, 2010-13; Member, International Geographical Union Commission for Water Sustainability, Korean Geographical Society, and International Water Resources Association

Chu, Winson, Associate Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2006, University of California-Berkeley

Foreign Languages: Russian (2); Cantonese (2); French (2); Polish (4); German (5)

Field Experience: Germany, Poland

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: German politics and societies, Social and cultural impact of war, Ethnic cleansing in Europe

Current Research/Teaching Specialization: Modern Central Europe, German-Polish borderlands, Empires, Diasporas, National minorities

Sample Publications:

“Review Essay: Ethnic Cleansing and Nationalization in the German-Polish and German-Czech Borderlands.” *German Studies Review* 41.1 (2018): 143-152.

“From Łódź to Litzmannstadt: German Pasts and Holocaust Sites in Post-Communist Poland.” *Holocaust and Genocide Studies* 31.2 (2017): 240-267.

“‘Something has destroyed my memory’: Stalingrad and Karl Dedecius’s Second World War.” *Imaginations and Configurations of Polish Society: From the Middle Ages through the 20th Century*. Wallstein Verlag, (2017): 355-375.

Distinctions: Scholarship, Herder Institute for Historical Research on East Central Europe, 2015; Fellow, The Imre Kertész Kolleg Jena (Germany) for Eastern Europe in the Twentieth Century, 2014; German Historical Institute in Warsaw, Research Grants, 2009, 2013, 2015; Commendation, The Fraenkel Prize in Contemporary History, London, 2012; American Council on Germany, Dr. Richard M. Hunt Fellowship, 2010; International Studies Advisory Committee, 2009-Present

Clark, George, Professor, English, College of Letters and Science

Education: PhD, 1996, Florida State University

Foreign Languages: German (2); Spanish (2); Ombundu (2); Shona (3); Tonga (3)

Field Experience: South Africa, Angola, Zimbabwe, Portugal, Germany, United Kingdom, Brazil, Argentina, Columbia, Dominican Republic

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: African Fiction, Fiction Workshop, African Literature, Postcolonial Fiction, The Art of Fiction, African, Celtic, and World Humanities, Creative Writing

Current Research/Teaching Specialization: Creative writing, African literature

Sample Publications:

"The Raw Man." 324 pages. Jonathan Cape/Random House: UK, London. 2011.

"The Incomplete Priest." Ecotone. 20-38, Fall 2012.

"The Centre of the World." The Granta Book of the African Short Story. 236-251. Granta Books: London, 2011.

"The Blood Reader." In Daniel Olson (Ed.), Exotic Gothic 2, 70-80. Ash-Tree Press: Ashcroft, 2008.

"Verdens Centrum." In Sofie Vestergaard Jorgensen, Andreas Harbsmeir (Trans.), Lettre_ Internationale, 16. 22-24. 2007.

Distinctions: Residency Grant, Fundacion Valparaiso, Almeria, Spain, 2011; UWM Center for International Education Research Travel Award 2011; Guest Professor, Department of English and Linguistics, Justus Liebig University, Giessen, Germany, 2012; Interviewee WUWM, BBC World Service, Milwaukee Public Television; University of Wisconsin-Milwaukee Center for Celtic Studies Curriculum Committee, 2007-present

Cobb, Portia, Associate Professor, Film, Video, Animation and New Genres, Director of Community Media Project, Peck School of the Arts

Education: PhD, 1992, San Francisco State University

Foreign Languages: French (3)

Field Experience: Ghana, Senegal, Mali, Burkina Faso, Mauritania, Ivory Coast

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Basic Elements of Video, Ethnographic Video Production, Radical Black Film, The Documentary, African Cinema, Radical film and Film movements, Field Production West Africa, Ethnographic Video, Digital Video and Photography, Production/Post-Production methods/practices, Study Abroad (West Africa), Domestic field production/Field School, Multicultural America, Ethnographic Video

Current Research/Teaching Specialization: Urban and rural communities in America and West Africa, Politics of place and identity, Ethnographic video, International cinemas, African and other cinemas of the scattered African diaspora

Sample Publications:

"7th Black International Cinema, Berlin." Exhibition Catalog, Fountainhead Tanz Theatre, Berlin, German. 1992.

"Tercera Biennial." Exhibition Catalog, Museum of Contemporary Art, Santiago, Chile. 1997.

"No Justice, No Peace? Resolutionsé." The California Afro-American Museum Exhibition Catalog, Los Angeles, CA. 1993.

"The Way showers: Low Country African American Women Quilters." 30 mins, May 2010.

"Bottle Tree: The Blessed Memorial," 15 minutes. HD Video. 2009.

Distinctions: Community Media Project, Africa Beyond, Cinemas of the Scattered African Diaspora; Outstanding Woman of Color in Education award recipient, UWM, 2007; Chair, CIE Access Task Force; Member, UWM Task Force on Internationalization; Member, CIE Academic and Outreach Programs Advisory Committee; Juror, Charleston and South Carolina, International Film Festival, 2008, 2012; Volunteer, Causes For Change International, Milagros, Ecuador, 2006

Coenen, Amy, Professor Emeritus, Nursing, School of Nursing (Global Studies Affiliate)

Education: PhD, 1993, University of Wisconsin-Milwaukee

Field Experience: Switzerland

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Analysis of Nursing Phenomena I, Health Care and Nursing Informatics, Informatics for Health Care Professionals, Mental Health Nursing, Information Systems to Support Clinical Decision Making, Information Management, Healthcare Technology, Clinical Outcome Management and Information Systems

Current Research/Teaching Specialization: Nursing and healthcare informatics, Nursing administration

Sample Publications:

"A Cross-Cultural Analysis of Dignified Dying." *Journal of Nursing Scholarship*, 38(4). 352-357. 2006. Co-authors: Doorenbos A & Wilson S.

"Interpretation of an International Terminology Standard in the Development of a Logic-Based Compositional Terminology." *International Journal of Medical Informatics*, 76S2. 274-280. 2007. Co-author: Hardiker N.R.

"Nursing Interventions to Promote Dignified Dying in Four Countries." *Oncology Nursing Forum*, 34(6). 1151-1156. 2007. Co-authors: Doorenbos, A.Z. & Wilson, S.A.

"Palliative Care Nursing Interventions in Thailand." *Journal of Transcultural Nursing*, 24(4). 332-339. 2013. Co-authors: Doorenbos, A.Z., Juntasopeepun, P., Eaton, L.H., Rue, T., & Hong, E.

"Nursing Interventions to Promote Dignified Dying in South Korea." *International Journal of Palliative Nursing*, 17. 392-397. 2011. Co-authors: Jo, K.H., Doorenbos, A.Z., Sung, K.W., Hong, E., & Rue, T.

"Globalization and Advances in Information and Communication Technologies: Impact on Nursing and Health." *Nursing Outlook*, 56(5). 238-246. 2008. Co-author: Abbot, P.A.

Distinctions: Director of International Classification for Nursing Practice Programme for the International Council of Nurses (ICN) eHealth Programme, Switzerland; Faculty Mentor for UWM College of Nursing Visiting Scholars from Brazil and China; Member, World Health Organization (WHO) Family of International Classification working groups; Member, World Health Organization (WHO) Advisory Group for ICD-10 Mental Health Diagnosis & Classification, 2006-09; Member, UWM International Council

Conceicao, Simone, Professor, Administrative Leadership, School of Education (Global Studies Affiliate)

Education: PhD, 2001, University of Wisconsin-Milwaukee

Foreign Languages: Portuguese (5); Spanish (3)

Field Experience: Brazil, Dominican Republic

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Instructional Design and Teaching Strategies; Self-Directed Learning; Technologies for Online Student Support; Distance Education for Adults; Seminar in Innovative Technologies for Learning in Education

Current Research/Teaching Specialization: Adult Learning; International Education; Distance Education; Instructional Design

Sample Publications:

"Achieving Tenure and Promotion." *Coping with Gender Inequities: Critical Conversations of Women Faculty*, pp.17-30, eds. S. Thompson & P. Perry. Rowman & Littlefield. 2017.

Co-editor, *Mapping the Field of Adult and Continuing Education: An International Compendium*. New Jersey: Stylus Publishing. 2017.

"Competing in the World's Global Education and Technology Arenas." *New Directions for Adult and Continuing Education* Spring 2016 (149): 53-61. 2016.

Distinctions: Co-Editor, *E-Learn Magazine*, 2017-present; School of Education Research Award, 2017; Career Achievement Award, American Association for Adult and Continuing Education, 2015; Faculty Mentor, Brazilian Cultural Club, Ongoing; Department Chair, Adult, Continuing, and Higher Education Administration, Ongoing

Cordova, Sarah Davies, Professor, French, Italian, and Comparative Literature -- French, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1993, UCLA

Foreign Languages: German (2); Xhosa (1); French (5); Spanish (3); Haitian Kreyol (1)

Field Experience: France, the Antilles and Haiti, South Africa, Mauritius, Senegal, Ivory Coast, Cambodia

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: French and Francophone Literatures/Cultures, African and Caribbean Classics, Translating Memories: Re-member-ing Women of West and Central Africa, Language Acquisition, Intro. to Reading in French, France and the Francophone World, Stories of Haiti, Francophone Women and Their Writings; Reading French Texts; Contemporary France

Current Research/Teaching Specialization: Representations of slavery and trauma especially in women's literary texts, French language, French and Francophone cultures of 19-21st Centuries colonial, post-colonial and Caribbean literatures and cultures, Research in dance in South Africa

Sample Publications: .

“Écrire, traduire, peindre – Véronique Tadjó – Writing, Translating, Painting” Co-Eds. S. Davies Cordova & D. Wa Kabwe-Segatti (U. of Johannesburg), *Les Cahiers* (Paris: Présence Africaine, 363 pp. 2016.

“African Refugees Asunder in South Africa: Performing the Fallout of Violence in Every Year, Every Day, I Am Walking” in *Choreographies of Twenty-first Century Wars*, eds Gay Morris & Jens Giersdorf. (Oxford: Oxford University Press, 2016): 85-109.

“Ending the Haunting, Halting Whisperings of the Unspoken: Confronting the Haitian Past in the Literary Works of Agnant, Danticat, and Trouillot” in *Breaking Intergenerational Cycles of Repetition: A Global Dialogue on Historical Trauma and Memory*, ed. Pumla Gobodo-Madikizela 213-33. 2016.

Distinctions: Senior Fellow, Univ. of Johannesburg, 2012-17; RACAS Grant 2017-18; 2012 - 2015: Chair, Editorial Board, Society of Dance History Scholars (SDHS) & Series Editor, SDHS, U. of Wisconsin Press; Global Studies Research Fellow, 2012-13; Visiting Prof., Inst. of Social Development, Univ. of the Western Cape, S. Africa, 2005-07

Counts, Derek, Professor and Chair, Art History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1998, Brown University

Foreign Languages: French (2); German (2); Italian (3); Spanish (2); Greek (2)

Field Experience: Cyprus, Israel, England, France, Italy, Greece

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Ancient and Medieval Art and Architecture, Minoan and Mycenaean Art and Architecture, The Politics of the Past: Archaeology and Ideology from Antiquity to Today, Greek Art and Archaeology, The Parthenon and the Athenian Acropolis, The Archaeology of the Aegean Bronze Age, Roman Art and Archaeology, Greek Sculpture, European art/architecture in the Medieval era, Roman Sculpture

Current Research/Teaching Specialization: Art and archaeology of Greece and eastern Mediterranean, special emphasis on the material culture of Cyprus; Cypriot sculpture and sanctuaries; ancient religious practice and associated iconography; ancient ‘globalization’ and postcolonial theory, 3D visualization in archaeology; digital archaeology

Sample Publications:

“Mobilizing the Past for a Digital Future: The Potential of Digital Archaeology.” (Grand Forks, ND: The Digital Press at the University of North Dakota) [ed. with E. W. Averett and J. M. Gordon] 2016

“New Approaches to the Elusive Iron Age Politics of Ancient Cyprus.” *Bulletin of the American Schools of Oriental Research* 370, 1-206. 2013

“3D Artifact Modeling and Customized Structured Light Scanning at Athienou-Malloura, Cyprus.” *Antiquity* 90: 349, 206-218. 2016.

“Shedding Light on the Cypriot Rural Landscape: Investigations of the Athienou Archaeological Project in the Malloura Valley, Cyprus, 2011-2013.” *Journal of Field Archaeology* 40: 2, 204-220. 2015

Distinctions: NEH Research Fellow, Cyprus American Arch. Research Institute, Nicosia, Cyprus, 2001; Associate Director, Athienou Archaeological Project, Athienou, Cyprus, 2003-present; Fellowship Committee and Frequent Conference presenter, Cyprus American Archaeological Research Institute; Board of Trustees, International Organizations: Archaeological Institute of America and Cyprus American Archaeological Research Institute.

Cova, Elisabetta, Associate Professor, Foreign Languages and Literature, College of Letters and Science

Education: MPhil, 1999, University of Cambridge, United Kingdom

Foreign Languages: Italian (5); Modern Greek (2); French (2); German (2); Spanish (1)

Field Experience: Italy, Cyprus, England

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Classical Mythology, Introduction to Roman Life and Literature, Pompeii, Introduction to College Latin I and II, Readings in Latin Prose, Readings in Latin Poetry, Readings in Latin Literature, First Semester Greek, Second Semester Greek, Third Semester Greek, Readings in Ancient Greek Literature, Power of Words

Current Research/Teaching Specialization: Roman Archaeology, Roman Domestic Architecture, Pompeii and Herculaneum, Ancient Cyprus, Museum Studies, Classical Languages and Literature, Roman Civilization.

Sample Publications:

"To Each his Own? Intimacy in the Roman House." Review article of A. Anguissola (ed.), *Privata Luxuria. Towards an Archaeology of Intimacy: Pompeii and Beyond* (Munich, 2013), *Journal of Roman Archaeology* 29 (2016): 671-675.

"Stasis and Change in Roman Domestic Space: The Alae of Pompeii's Regio VI." *American Journal of Archaeology* 119.1 (2015), 69-102.

"Closets, Cupboards, and Shelves: Storage in the Roman House." *Phoenix*. 67.3-4 (2013): 373-391.

"Fitting In: Archaeology and Community in Athienou, Cyprus." *Near Eastern Archaeology*, 76(3). 166-177. 2013. Co-authors: Counts, P. N. Kardulias, M. K. Toumazou.

Distinctions: UW-Madison, Institute for Research in the Humanities, UW System Fellowship, 2012-2013; UWM Graduate School Research Committee Award, 2011-2012; 2009-; Coordinator, UWM Classics Program, 2017-; Co-editor for book reviews, *American Journal of Archaeology*, 2011-2016; President, Milwaukee Society, Archaeological Institute of America, 2014-2018; J. P. Wiseman National Book Award Committee, 2012-2016; 7 Travel Grants from UWM CIE and Arts and Humanities, 2007-13

Czeck, Dyanna, Associate Professor, Geosciences, College of Letters and Science

Education: PhD, 2001, University of Minnesota

Foreign Languages: French (2); Spanish (1)

Field Experience: Canada, Spain, Switzerland, Scotland

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Geomechanics and Advanced Structural Geology, Introduction to the Earth, Structural geology, Tectonics, Introductory Geology

Current Research/Teaching Specialization: Three dimensional flow processes, Structural geology and tectonics, Deformation in shear zones and folds, Structures that form deep within earth's crust, Fabric development and strain in deformed rocks, Strain in deformed rocks

Sample Publications:

"Strain Analysis and Rheology Contrasts in Polymictic Conglomerates: an Example from the Seine Metaconglomerates, Superior Province, Canada." *Journal of Structural Geology*, 31. 1365-1376. 2009. Co-authors: Czeck, D. M., Fissler, D. A., Horsman, E., and Tikoff, B.

"Structural geology of the subprovince boundaries in the Archean Superior Province of northern Minnesota and adjacent Ontario." In Miller, J.D., Hudak, G.J., Wittkop, C., and McLaughlin, P.I. (Eds.), *Archean to Anthropocene: Field Guides to the Geology of the Mid-Continent of North America: Geological Society of America Field Guide* 24, 203-241. 2011. Co-authors: Bauer, R.L., Hudleston, P.J., Tikoff, B.

Distinctions: Frequent Presenter, Deformation, Rheology & Tectonics, Belgium, Spain, UK, 2009-13; UWM CIE/OUR Faculty/Academic Staff Travel Award to Support Undergraduate Research, Scotland, 2013; Guest editor for special volume of *Journal of Structural Geology*, Spain

Davis, Garry, Professor, Linguistics, College of Letters and Science

Education: PhD, University of Michigan

Foreign Languages: Dutch (4); French (3); German (5); Thai (2)

Field Experience: Laos, Thailand, Austria, Germany, Vietnam

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Language Typology and Universals, Historical and Comparative Linguistics, Diversity of Human Language, History and Structure of German

Current Research/Teaching Specialization: Languages and cultures of Laos and Thailand, Historical and comparative linguistics, Germanic linguistics, History of the German language

Sample Publications:

The Story of Lao r: Filling in the Gaps. Journal of Lao Studies Special Issue 2. 97-109. 2015.

The Dialect of Wermelskirchen: Three Vowel Systems in just 40 Years? Zeitschrift für Dialektologie und Linguistik 78 (3) 321-333. 2011.

*The Differential Development of Proto-Southwestern Tai *r in Lao and Thai.* Journal of the Southeast Asian Linguistics Society 3 (2). 49-60. 2010.

Analogie, Intrinsische Dauer und Prosodie: zur postvokalischen Ausbreitung der ahd.

Lautverschiebung im Fränkischen. PBB 130/3. 2008.

Entstehung und der hochdeutschen Lautverschiebung in Wermelskirchen.

Zeitschrift für Dialektologie und Linguistik. 72(3). 257-277. 2005.

Distinctions: Guest Professor Hanoi National University (Summer, 2014); Developer and supervisor of Thai language program (2005-2009) and Hmong literacy coordinator (2003-2005); Member of Coordinating Committee, Hmong Diaspora Studies, 2010-2012; Chair of Linguistics, 2014-present.

Davis-Benavides, Christopher, Professor, Visual Art, Peck School of the Arts (Global Studies Affiliate)

Education: MFA, 1986, University of Wisconsin Madison

Foreign Languages: Spanish (5)

Field Experience: Argentina, Brazil, Ecuador, Mexico, Peru

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Woodfiring; Molds and Multiples

Current Research/Teaching Specialization: Ceramic; Sculpture; Cross Cultural Experience

Sample Exhibits:

“Thirty: WPCA 30th Anniversary group exhibition,” Walkers Point Center for the Arts, Milwaukee, WI, group. 2017

“American Clay: 4 Visions of American Contemporary Ceramics,” Museo de Cerámica de Masises, (invitational), Valencia, Spain. 2015

“Mundo Imaginado,” Galeria John Harriman, (curated), Centro Cultural Británico, Miraflores, Peru. 2014

Distinctions: Juror’s Honorable Mention Award, XIII Bienal Internacional de Cerâmica de Aviero, Portugal, 2017; UWM Arts and Humanities Research Travel Award, 2015, 2017; Dean’s Faculty Development Fund Grant, UWM; Sabbatical Award, UWM, 2016-2017; CLACS Advisory Committee, 2002-2016; Overseas Programs and Partnerships Advisory Committee, 2013-2016; CLACS Faculty Research-Travel Award, 201

DiValerio, David, Associate Professor, History and Religious Studies, College of Letters and Science

Education: PhD, 2011, University of Virginia

Foreign Languages: Japanese (1); Spanish (3); Sanskrit (3); Tibetan (4); French (1)

Field Experience: China, Tibet, Nepal, India, Japan, Mongolia

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Theories of Religion; Sainthood; Buddhism Across Asia; Tibetan Buddhism; Introduction to World Religions; World History to 1500; Marx and Religion in Tibet

Current Research/Teaching Specialization: Buddhism, Tibetan history and culture, Tibetan language and literature, Tantra, Indian religions, Theories of religion, Methodology for the study of religion, Ascetic traditions, Sainthood, Hinduism

Sample Publications:

"*The Life of the Madman of Ü*." Oxford University Press, Translation of the yogin's biography, written in Tibetan, in 1494 and 1537. 2016.

"*The Holy Madmen of Tibet*." Oxford University Press, 2015. Winner of the 2017 Robert A. Jones and Mary B. Jones Award for Research in the Humanities, UW–Milwaukee

"Re-animating the Great Yogin: On the Composition of the Hagiographies of the Madman of Tsang." *Revue d'Etudes Tibétaines* 30 (April 2015): 25–49

"Buddhism and Hinduism." Entry for the Oxford Encyclopedia of American Culture and Intellectual History, 2013.

"Chasing Tibet's Demons: A Review." *The Religious Studies Review*, 38(2). 61-8, June 2012.

Distinctions: American Institute for Indian Studies Junior Fellowship, India, 2009; Graduate School Research Committee Award, Nepal and Mongolia, Summer 2013; Foreign Language and Area Studies Grant, 2003-06; Videographer, photographer, researcher, Eastern Tibet, winter 2006; Research assistant, Tibetan and Himalayan Library (thlib.org), 2006-09

Alison Donnelly, Associate Professor Department of Geography, College of Letters and Science

Education: PhD, 1999, Trinity College Dublin

Foreign Languages: French (1), Spanish (1), Irish (1)

Field Experience: Ireland, UK, France, Italy, Honduras, Brazil, Bolivia, Greenland

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Intro to Environmental Geography; Biogeography; Human impact on the environment and Climates of the Past and climate change

Current Research/Teaching Specialization: Sustainability, environmental indicators, energy crops, climate change, phenology, strategic environmental assessment, agriculture and urban planning.

Sample Publications:

"Climate change: potential implications for Ireland's biodiversity." *International Journal of Biometeorology*. 2018

"Interspecific and interannual variation in the duration of spring phenophases in a northern mixed forest." *Agricultural and Forest Meteorology* 243:55-67. 2017.

"Are Irish winter migrant waterbirds staying longer as temperature warms?" *Biology and Environment Proceedings of the Royal Irish Academy* 116(2):1-12. 2016.

"Interannual variations in spring phenology and their response to climate change across the Tibetan Plateau from 1982 to 2013." *International Journal of Biometeorology* 60(10):1563-1575. 2016. Co-authors: Liu, L., Zhang, X., and Liu, X.

Distinctions: 80 peer-reviewed international scientific papers; €1.5M for scientific research from the Environmental Protection Agency, IRCSET and Heritage Council; Member, governing Board of Trinity College Dublin and Research Committee; Secretary of the Royal Irish Academy's Scientific Committee on Climate Change; Senior scientist, Operation Wallacea in Honduran cloud forest expedition; Assistant, spring field season in Kangerlussaq, Greenland, 2011.

Dornbos, Stephen, Associate Professor, Geosciences, College of Letters and Science

Education: PhD, 2003, University of Southern California

Foreign Languages: Spanish (1); German (1)

Field Experience: China, Mongolia

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: History of Life, Introduction to Paleontology, Early Animal Evolution, Marine Paleobiology

Current Research/Teaching Specialization: Evolutionary Paleoecology, Geobiology

Sample Publications:

"Quantifying the Early Evolution of Life: Numerical Approaches to the Evaluation of Fossils and Ancient Ecosystems." *Topics in Geobiology*, 36. 462 p. Springer, 2011. Co-editors: Laflamme, M., and Schiffbauer, J.D.

"Phosphatization through the Phanerozoic." In Allison, P.A., and Bottjer, D.J. (Eds.), *Taphonomy*, Second Edition: Process and Bias Through Time. *Topics in Geobiology*, 32. 435-456. Springer, 2010.

"Information landscapes and the sensory ecology of the Cambrian radiation." *Paleobiology*, 36(2). 303-317. 2010. Co-authors: Plotnick, R.E., and Chen, J.Y.

"Paleoecology of the middle Cambrian edrioasteroid echinoderm *Totiglobus*: Implications for unusual Cambrian morphologies." *Palaos*, 25(3). 209-214. 2010. Co-authors: Domke, K.L., and Dornbos, S.Q.

Distinctions: Proposal Review Panelist for DGM in Berlin, Germany; Grant, UWM Research Growth Initiative, China, 2006-07; Member, International Scientific and Organizing Committee, The Centennial Anniversary of the Discovery of the Burgess Shale, 2009

Drame, Elizabeth, Associate Professor, Exceptional Education, School of Education (Global Studies Affiliate)

Education: PhD, 2000, Northwestern University

Foreign Languages: French (4)

Field Experience: Senegal, Kenya, Haiti, Ghana

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Collaborative Strategies, Curriculum Accommodations, Teaching Experience Supervision, Foundations of Autism Spectrum Disorders, Assessment and Monitoring, Inclusion for Secondary Science and Math Educators, Exceptional Education; Research on Individuals with Special Needs; Behavioral Supports

Current Research/Teaching Specialization: Inclusive education, Autism spectrum disorders, Special education teacher quality

Sample Publications:

"Black Participatory Research: Power, Identity, and the Struggle for Justice in Education." Palgrave-MacMillan: New York, NY. 2016. Co-editor: Irby, D.

Positionality and racialization in a PAR project: Reflections and insight from a school reform collaboration. *The Qualitative Report*, 20(8), 1164-1181. 2015. Co-author: Irby, D.J.

"Perceptions of disability and access to inclusive education in West Africa: A comparative case study in Dakar, Senegal." *International Journal of Special Education*, 29(3), 1-14. 2014. Co-author: Kamphoff, K

"Participatory research in support of quality public education in New Orleans." *Educational Action Research*, 22 (3), 288-305. 2014. Co-authors: Johnson-Burel, D., Drame, E. R. & Frattura, E.

Distinctions: Senior Research Fellow, Core US Fulbright African Regional Research Program - Senegal, 2018-2020; Senior Research Scholar with Fulbright African Regional Research Program, Senegal, 2011-12; Presenter, International Conference on Education, 2008; Organizer, Professional Development workshops on Special Education, Differentiation, and Autism Dakar, Senegal, 2011-12; Member of the SOE Urban Doctoral Education Program Multicultural Specialization Committee, 2009-present; International Journal of Education Policy and Leadership reviewer, 2010-present; Served on Board of Directors of International Council for Exceptional Children (two 3-year terms); Global Studies Research Fellow, 2014-15

Du Plessis, Jacques, Associate Professor, School of Information Studies (Global Studies Affiliate)

Education: PhD, 2002, Utah State University

Foreign Languages: Dutch (5); Afrikaans (5); Spanish (2); French (3); English (5); German (3)

Field Experience: South Africa, Haiti, Tanzania, Poland, Canada

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Instructional Technology, Multimedia Product Development, Health Informatics: AIDS and Information, Multimedia Application Development, Beginner HTML, Beginner CSS, Genealogy, Afrikaans 101, 102, 201, Information Security

Current Research/Teaching Specialization: Cultural mediation of information, Third World

Infrastructure, Web based models for self instruction, A Macro-perspective of the Objectives of Education

Sample Publications: Du Plessis, J.C. (2016). Reflection: How Now Shapes the Future - Emerging Trends from the LCTL Trenches. In C. Wang, & L. Winstead (Eds.) Handbook of Research on Foreign Language Education in the Digital Age (pp. 1-8). Hershey, PA: Information Science Reference. doi:10.4018/978-1-5225-0177-0.ch001

Du Plessis, J. C. (2014). Sustainable Innovation in the Knowledge Sector in the 21st Century. In Mbambo-Thata, B., Raubenheimer, J., & Harris T.L. African Library Summit - The Horizon and Beyond, pp.45-58. Knowres Publishing, Randburg, South Africa.

Xiangming, M., Jordan, J., Jeong, W. & Du Plessis, J. (2009). Towards a Combined Approach to Metadata in Corporate Knowledge Management: A Case Study of GE Healthcare. Journal of Information & Knowledge Management, 8(3), 189-200. * Du Plessis J.C. (2009). From Instructional objectives: the journey versus the destiny perspective. Perspectives in Education, Volume 27(3), 258-66.

"Slave or sibling: a moral reframing the corporate knowledge sharing community." South African Journal of Information Management, 8(2). Johannesburg, South Africa: South African Journal of Information Management, June 2006. Co-authors: Britz J.J. & Davel R

Distinctions: Director, Openlanguages.net initiative; Honorary Senior Lecturer at the University of Kwa-Zulu Natal, 2012-present; President of the National Council for the Teaching of Less Commonly Taught Languages, 2014-16; Member, South African Academy of Arts and Science, 2012-present; Software developer of foreign language learning tools, Upper Austria, 2008-present; Study abroad leader to South Africa, 2006-15; Member, Global Studies Advisory Committee, 2004-2016; Member, UWM International Council

Ehlinger, Timothy, Associate Professor, College of Nursing; W.C. Kohler Director of Sustainable Peacebuilding (Global Studies Affiliate)

Education: PhD, 1986, Michigan State University

Foreign Languages: German (3); Romanian (3)

Field Experience: Romania, Black Sea Region, Kenya, Uganda, Costa Rica, Greece, Macedonia, Bulgaria, Moldova

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Politics and Policy of Sustainability, Human-Environmental Interactions, Evaluation and Adaptive Management.

Current Research/Teaching Specialization: Social-Ecological Resilience and Risk Assessment, Complex Systems Theory and Conflict Transformation, Participatory Governance and Stewardship Planning, Sustainable Development, Aquatic Ecology and Watershed Restoration

Sample Publications:

"A blueprint to evaluate One Health." Frontiers in Public Health Volume 5, Article 20. doi: 10.3389/fpubh.2017.00020. 2017. Rugg, S, McMahon, B., Haesler, B., Esposito, R., Nielsen, L., Speranza, C. I., Ehlinger, T.

"A Systems Framework for Project-based Transdisciplinary Education and Research Training in Sustainable Development." International Journal of Cross-Cultural Studies and Environmental Communication. 2(2), 8-22; doi:10.5682/22853324. 2014. Ehlinger, T., Bucur, M., and Tofan, L.

"Network Environmental Governance in the EU As A Framework For Trans-Boundary Sturgeon Protection and Cross-Border Sustainable Management." Journal of Environmental Protection and Ecology, 14(2). 685692. 2013 Co-authors: Munteanu, A. M., Golumbeanu, M., & Tofan, L.

Distinctions: Co-founder and Director of the UWM Master of Sustainable Peacebuilding degree program; Leader, Study Abroad Program: Ecology of Tropical Stream in Costa Rica; Member, Planning Committee for Global Sustainability Track of Global Studies BA Program; Leader, Romania Overseas Research Program; UWM; Grant for Danube Delta Biosphere Preserve and Danube Parks, EU LIFE+ Programme, 2011-13; Grant, Development of Indicators for Sustainable Development in the Danube Delta, Romania, 2006-10;

Eichner, Carolyn, Associate Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, University of California, Los Angeles

Foreign Languages: French (4) Spanish (1)

Field Experience: France, England, The Netherlands, New Caledonia

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Women and Gender in Modern France, Gender, Sexuality and Imperialism: France and England, Gender and Politics in 19th Century France, Women/Gender in Revolutions, History of U.S. Feminisms, Gender & Imperialism, Women in Revolutions in Comparative Historical Perspective, Women in Social Movements in the U.S., Women's Studies, Feminist Issues and Scholarship; History of Modern & Contemporary France.

Current Research/Teaching Specialization: Women and gender --19th-century France, imperialism, social movements, Gender and politics of naming, Feminism and empire in 19th-century France

Sample Publications:

"Language of Imperialism, Language of Liberation: Louise Michel & the Kanak-French Colonial Encounter" (forthcoming in *Feminist Studies*, 2018).

"Civilization vs. Solidarity: Louise Michel and the Kanak," *Salvage Quarterly* 4 (February 2017), 84-97.

"In the Name of the Mother: Feminist Opposition to the Patronym in Nineteenth-Century France," *Signs: Journal of Women in Culture and Society* vol. 39, n. 3 (Spring 2014), 659-683

"La Citoyenne in the World: Hubertine Auclert and Feminist Imperialism." *French Historical Studies*, 32(1). 63-84. Winter 2009.

"Surmounting the Barricades: Women in the Paris Commune." Bloomington: Indiana University Press, 2004.

Distinctions: Member, School of Historical Studies, Institute for Advanced Study, Princeton, NJ, 2015-2016; Global Studies Research Fellow, 2013-14; International Federation for Research in Women's History: Board Member, United States Representative, 2015-2020; Organizing Committee Member, International Federation for Research in Women's History, Jinan, China conference; Program Committee Member, Assistant Coordinator, Western Society for French History: President, 2014-2015, Immediate Past President, 2015-2016; French Historical Studies, Editorial Board Member 2013-2016

Etzel, Ruth, Professor of Epidemiology, Zilber School of Public Health

Education: PhD, 1985, University of North Carolina

Foreign Languages: French (3)

Field Experience: Liberia, Sierra Leone, Zambia, Uganda, Ghana, Haiti, Kenya, Uzbekistan, India, Kuwait, Guyana, Guatemala, Mexico, Spain, Japan, China, Hungary, Germany, France, Switzerland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Field methods in epidemiology, Children's health and the environment, Environmental health, Pediatrics

Current Research/Teaching Specialization: child health, global health, public health, environmental epidemiology, pediatrics, preventive medicine

Sample Publications:

Editor: *Pediatric Environmental Health*, 1st, 2nd, & 3rd Editions, Elk Grove Village, American Academy of Pediatrics, 1999, 2003, 2012.

Co-Editor: *Textbook of Children's Environmental Health*. New York: Oxford University Press, 2014.

Associate Editor: *Current Problems in Pediatrics and Adolescent Health Care*, 2004-present.

Associate Editor: *BioMed Central Public Health*, 2008 – 2012.

Scientific Editor: *International Journal of Circumpolar Health*, 2006 – 2010.

Editorial Review Board: *Environmental Health Perspectives*, 2004 – present.

Book Review Editor: *Ambulatory Pediatrics*, 2004-2009.

Contributing Section Editor, *AAP Grand Rounds*, 2005-2008.

Co Editor, *Environmental Health Perspectives Supplement, Indoor Mold and Children's Health*, June 1999 (volume 107, Supplement 3), 461-517.

Distinctions: Collegium Ramazzini, elected in 2010; Visiting Professor, Chiba University, 2013-17; Chair, Committee on Environmental Health, International Pediatric Association, 2003-present; Coordinator, Environment and Child Health International Birth Cohort Group, 2011-present; Chair, Scientific Committee, International Network on Children's Health Environment and Safety, 7th International Conference, Jerusalem, 2013; Member, Scientific Program Committee, Prenatal Programming and Toxicity III: Environmental Stressors in the Developmental Origins of Disease: Evidence and Mechanisms, Paris, 2011-12

Evans, Christine, Assistant Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2010, University of California-Berkeley

Foreign Languages: German (2); Russian (4); Turkish (1); Uzbek (1); French (4)

Field Experience: Russia, Uzbekistan, Ukraine

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Russian History, European History, Historical Methods

Current Research/Teaching Specialization: Soviet and post-Soviet mass media, Post-Soviet Russian-speaking diaspora, Popular culture in Eastern Europe

Sample Publications:

“Song of the Year and Soviet Culture in the 1970s.” *Kritika: Explorations in Russian and Eurasian History*, 12(3). 2011.

“How Terrorists Learned to Map: Plots and Plotting in Boris Savinkov’s Recollections of a Terrorist and Pale Horse.” In Ed. Olga Matich (Ed.), *Petersburg/ Petersburg: Novel and City, 1900 – 1921*. Madison: University of Wisconsin Press, 2010. Co-author: Alexis Peri.

“1973: KVN is Canceled.” In Lewis Siegelbaum and James von Geldern (Eds.), *Essay and multimedia primary source collection aimed at undergraduates*. Contributed to the website www.soviethistory.org, 2011.

“Visions of Terror: the Death of Plehve Through the Eyes of Savinkov.” In Olga Matich (Ed.), *an interactive map itinerary, essay, and primary source collection*. Part of the Mapping St. Petersburg project, stpetersburg.berkeley.edu. Completed 2009. Co-author: Alexis Peri.

Distinctions: Fellow, UWM Center for 21st Century Studies, 2012-13; Fulbright-Hays Doctoral Dissertation Research Abroad fellowship, 2006-07; Foreign Language and Area Studies grants for Russian language, 2003-4 and 2004-5; Affiliated researcher, Competition in Socialist Society project, Aleksanteri Institute, University of Helsinki; Member, Association for Slavic, Eastern European, and Eurasian Studies Association for Slavic Cinema and Media Studies

Familiant, Nina, Lecturer, Foreign Languages and Literature--Russian, College of Letters and Science

Education: PhD, University of Wisconsin

Foreign Languages: Russian (5); Serbian (2); French (3); German (3)

Field Experience: Russia, Serbia, Kazakhstan

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: 1st, 2nd, 3rd and 4th Semester Russian, Advanced Russian Grammar, Advanced Reading and Conversation, Contemporary Russian Language: New Russian Media, Contemporary Russian Language: Russian in the Workplace, Contemporary Russian Language: Russian Milwaukee, Translation

Current Research/Teaching Specialization: 19th Century Russian literature, Children’s literature, Siberia in Russian culture, Russian for international trade, Heritage speakers, Bilingualism, Language and technology

Sample Publications:

Translation in Russian of “Changing Times. The Life of Barack Obama” by Glen Jeansonne and David Lührssen. Maven Mark Books. (Forthcoming).

“Siberia John and the Mystery of the Amazing Zoo.” Three Towers Press, 2010. Co-Author: Sarah Dedic
Novella in the collection of stories *Young Literature of Russia (Молодая литература России)* Moscow: Vagrius, 2004.

Distinctions:

Play *Oiro* produced by Magadan State Drama Theater (Russian), 2016

Ferguson, Kennan, Assistant Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, University of Hawaii

Foreign Languages: French (1)

Field Experience: France, New Caledonia

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Political Theory, Contemporary Political Theory, Political Epistemology, Environmental Political Thought, Democracy

Current Research/Teaching Specialization: Political theory

Sample Publications:

"William James: Politics in the Pluriverse." Rowman and Littlefield, 2007.

"The Politics of Judgment: Aesthetics, Identity, and Political Theory." Lexington Books, 1999.

"Who Eats Whom?: Melville's Anthropitics at the Dawn of Pacific Imperialism." In Jason Frank (Ed.), *A Political Companion to Herman Melville*. Lexington: University Press of Kentucky, 2014.

"Speed Limits and Speed Bumps: On International Law and its Lack." In Robert J Beck (Ed.), *Law and Disciplinarity: Thinking beyond Borders*. New York and London: Palgrave MacMillan, 2013.

"Debt's Moral." In Merry Wiesner-Hanks and Peter Paik (Eds.), *Debt: Ethics, the Environment, and the Economy*. Bloomington: Indiana University Press, 2013.

"Intensifying Taste, Intensifying Identity: Collectivity through Community Cookbooks." *Signs: A Journal of Women in Culture and Society*, 37(3). Spring 2012.

"Mastering the Art of the Sensible: Julia Child, Nationalist," *Theory & Event*, 12(2). Symposium: Eating and the Imagination of Politics, Summer 2009.

Distinctions: Global Studies Research Fellow, 2010-11; Frequent conference presenter at Annual Meeting of the International Studies Association; UWM Center for 21st Century Studies Advisory Committee, 2012-present; UWM International Studies Advisory Committee, 2012-present

Ferreira, Cesar, Professor, Spanish & Portuguese, College of Letters and Science

Education: PhD, 1991, University of Texas at Austin

Foreign Languages: Spanish (5); Portuguese (4)

Field Experience: Mexico, Peru, Colombia, Spain, Argentina, Chile, Paraguay, Ecuador

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Peru Past and Present, Social and historical issues in the Hispanic World, The Latin American Short Story, The Contemporary Spanish Novel, Spanish, Latin American Literature and Culture, Introduction to Literary Analysis, Latin America: Past and Present, Survey of Hispanic Literature and Civilization; Latin American Novel and Film

Current Research/Teaching Specialization: Contemporary Latin American novel, Popular culture, Peruvian literature and culture

Sample Publications:

Antonio Skármeta: *Nuevas Lecturas/New Readings*. Lima: Editorial Universitaria Universidad Ricardo Palma, 2017. 206 pp. [co-edited volume].

"La aventura creadora de Ciro Alegría: Notas a La serpiente de oro". *Un mundo ancho pero ajeno: 50 años de la desaparición de Ciro Alegría*. Gladys Flores Heredia, editora. Lima: Academia Peruana de la Lengua/Editorial Cátedra Vallejo/Universidad Ricardo Palma, 2017: 45-62.

"La palabra viva de Julio Ramón Ribeyro." *Voces literarias del Perú*: Julio Ramón Ribeyro, Jorge Eduardo Eielson y Gabriela Wiener. Giovanna Minardi, editora. Palermo: Qanat Edizioni, 2016: 59-68.

"Castración y cultura popular en Los cachorros, de Mario Vargas Llosa." *La invención de la novela contemporánea: Tributo a Mario Vargas Llosa*. Gladys Flores Heredia, editora.

Distinctions: Premio Nous a la Excelencia Educativa 2017, Fundación para la Integración y Desarrollo de América Latina-FIDAL, Quito, Ecuador, 2017; Orden de los Descubridores, Sigma Delta Pi National Collegiate National Hispanic Honor Society, 2016; 30 Travel Awards from UWM and Faculty of Arts and Humanities; Frequent Presenter International Congress, Latin American Studies Elected Member, Academia Peruana de la Lengua (Peruvian Academy of Language) Lima, Peru; Established exchange program with Universidad San Francisco de Quito. 2013; Member, Editorial Board, *Letras*, Universidad Nacional Mayor de San Marcos, Lima, Peru, 2008-present; Contributing Editor, *World Literature Today*, 2016-present; Member, Asociación Internacional de Hispanistas, 1992-present; Member, CIE-Overseas Programs and Partnerships Advisory Committee, Center for International Education, 2008-present

Ferro, Simone, Professor, Dance, Peck School of the Arts (Global Studies Affiliate)

Education: MFA, 2000, University of Iowa

Foreign Languages: Italian (3); French (5); Spanish (2); Portuguese (5)

Field Experience: Portugal, Brazil, England, Canada, Argentina, Venezuela, Mexico, Spain, Slovenia

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Popular Brazilian folk dance, Rituals & culture, Ballet Technique, Modern dance, Dance Service Learning, Dance Composition, Improvisation for Dancemaking, Study Abroad, Dance Repertory, Pilates Technique

Current Research/Teaching Specialization: African diasporic dance, Dance technique, Community outreach and development, Brazilian popular dances, Impact of dance in urban schools in Milwaukee and Southeastern Wisconsin, Ballet technique, Choreography, Dance composition, Dance improvisation

Sample Publications:

Choreographic works, 2011-"Maria de Buenos Aires," "Type B – Negative," 2010-"An Anagram of Love," "Boi Redux," "Fingerprint," 2009- "Simone Ferro & Friends II," "Urrou, Urrou," "Levanta Poeira," "Snap Shots," "First Song," 2008- "Silencio Azul," "Sotaque"

"The Coexistence of Folk and Popular Culture as Vehicles of Social and Historical Activism: Transformation of the Bumba-meu-Boi in Northeast Brazil." Journal of Popular Culture, 45. 2012. Co-author: Meredith W. Watts.

"Dance Performance: Giving Voice to the Community." Michigan Journal of Community Service Learning, 18(2). 2012. Co-author: Meredith Watts.

Distinctions: 14 Travel and Course Development Grants, Center for Latin American and Caribbean Studies and Arts and Humanities, 2005-13; Grant, São Paulo Foundation for Support of Research, FAPESP, Brazil, 2008; Solo Seal degree from the Royal Academy of Dancing of London; Performed with and managed the Alias Dance Company based in Geneva, 1996-97; Led study abroad: African influences on popular folk dances in the northeast of Brazil, 2008-present; Performer, Three Other Sisters, Theatre Gigante, Slovenian, 2012; Master classes, Cisne Negro Companhia de Dança, 2008; Guest Choreographer University of Campina, Brazil, 2008; Member, UWM Overseas Undergraduate Research Awards Committee

Felker, Lori, Assistant Professor, Department of Film, Video, Animation & New Genres, Peck School of the Arts

Education: MFA in Studio, School of the Art Institute of Chicago, 2007

Foreign Languages: German (3)

Field Experience: Germany, UK

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Film & Experience, Media Practices (various introductory freshman film history and production courses); Director of Photography/ Cinematography; Independent Cinema of North America; Concepts in Film Production; The Art of the Short Film; Senior Projects; Experimental Narrative; 16mm Filmmaking; Editing; Experimental Production; Experimental Broadcasting/TV; Video Production, Digital Filmmaking Workshop (various levels and forms); Graduate Advising and Seminars; Creative Voice

Current Research/Teaching Specialization: Performance, Empathy, Improvisation, Authenticity, Re-enactment, Documentary

Sample Exhibitions and Film Roles:

"Slamdance Film Festival," Programmer of Experimental Shorts. 2018, 2019.

"No Copyright Infringement Intended," Vivid Projects, Birmingham, UK and Phoenix, Leicester, UK. 2017

"En Plein Air, Jerzy Rose," 16mm short: Cinematographer, 2014.

Distinctions: Memoria Data, short film Commissioned by Chicago Film Archives and Lab 80- Cinescatti in Bergamo, Italy. Screening at Bergamo Film Meeting, Italy & Millennium Park, Chicago 2017 Special Jury Mention Prize at Stuttgarter Filmwinter Festival for short film Discontinuity 2014 BLACK & WHITE – International Audiovisual Festival, Portugal – Best Music Video 2011 Curtas Vila do Conde International Film Festival, Portugal - Honorable Mention for Impercetihole

Filippello, Marcus, Associate Professor, History, College of Letters and Science

Education: PhD, 2010, University of California-Davis

Foreign Languages: French (4); Yoruba (2)

Field Experience: Benin, Togo, Ghana, Nigeria, Senegal, France, United Kingdom, Brazil, Jamaica

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Africans in global history, Colonization in Africa, History of Southern Africa, Decolonization/revolution in African history, World history since 1500, Global environmental history, Resistance and collaboration in African history, Pan-Africanism and resistance, Writing post-colonial African histories, Africans and the making of an Atlantic World, the "biographical turn" in Atlantic World history, Revolutions in Atlantic World history

Current Research/Teaching Specialization: African history, with a research emphasis on West Africa, Environmental history, Atlantic world history, Mobility studies, Colonizing processes and decolonization

Sample Publications:

The Nature of the Path: Reading a West African Road. The University of Minnesota Press. 2017.

"Settling Ohori: Reassessing Rebellion, Gender, and Foundation 'Myths' in Colonial Dahomey. Journal of West African History, 3 (1), pp. 55-76, 2017.

"Roads of Joy, Pathways of Anger: Emotional Responses to Landscapes of Mobility." In Arijit Sen and Jennifer Johung (Eds.), Landscapes of Mobility: Culture, Politics, and Placemaking, pp. 165-182. Ashgate, 2013.

Between Liberty and Subjugation: African Recaptives and the Challenges to Empire in a "Post-Abolition" Atlantic World. (manuscript in process)

"Naysaying and the Mask of Resistance: How a Subtle Refusal Impacted Dahomean Prisoners and Exposed the Banality of French Colonial Rule (preparing article for journal submission)

Distinctions: Fellow, Center for 21st Century Studies, UWM, 2013-14; Quadrant Fellow, Institute for Advanced Study, University of Minnesota, 2011; Fulbright-Hays Fellowship to study Yorùbá language at Obafemi Awolowo University in Ile-Ife, Nigeria, 2005; French Colonial Historical Society, 2009; UC Davis African Studies Committee 2004-10; Volunteer with the U.S. Peace Corps: Togo, West Africa, 1997-98

France, Stephen, Assistant Professor, Marketing, Lubar School of Business

Education: PhD, Rutgers University

Foreign Languages: French (1)

Field Experience: United Kingdom, France, Singapore, Hong Kong, Japan

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Marketing Research, International Marketing, Business Marketing

Current Research/Teaching Specialization: Marketing research, International marketing, Marketing analytics, Data mining, Exploratory data analysis, Psychometrics, Internet marketing/e-marketing, Social media, Database marketing, Customer relationship management, Big data, Supply chain management

Sample Publications:

"FlexCCT: Software for Continuous CCT." In D'Mello, S. K., Calvo, R. A., and Olney, A. (Eds.), Proceedings of the Educational, in Proceedings of the 6th International Conference on Educational Data Mining. 2013. Co-authors: Varghafi, M, Batchelder, W.

"Selecting attributes for sentiment classification using feature relation networks." IEEE Transactions on Knowledge and Data Engineering, 23(3). 447-462. 2011. Co-authors: Abbasi, A., Zhang, Z. & Chen, H.

"Distance Metrics for Clustering and Classification: Compression and Normalization." Information Sciences, 154(1). 92-110. 2011. Co-authors: France, S.L., Carroll, J.D., Xiong, H.

Distinctions: Conference Presenter: MLDM '07, Germany, 2007, Intelligent Data Analysis, France, 2009, ICFS Conference, Germany, 2011

Galvao, Loren, Senior Scientist, Center for Global Health Equity (CGHE), College of Nursing (Global Studies Affiliate)

Education: MD, 1983, University of Pelotas Brazil

Foreign Languages: Portuguese (5); French (2); Italian (2); Spanish (3)

Field Experience: Bangladesh, Bolivia, Brazil, Cambodia, Ethiopia, Guatemala, Honduras, Italy, Malawi, Mexico, Mozambique, Nigeria, South Africa, Switzerland, Thailand

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Introduction to Global Health; Global Maternal and Child Health; Global Health: Ethics and Human Rights

Current Research/Teaching Specialization: Prevention of HIV/AIDS and sexually transmitted infections among women; Evaluation of the effectiveness of multilevel ecological/structural interventions on HIV, Reproductive & Maternal Health, Family planning and Nutrition; Acceptability and effectiveness of barrier contraceptive methods; Disparities in access to reproductive and other preventive services among ethnic minorities in the US and globally

Sample Publications:

“Women's narratives of living in polygamous marriages: Rural Malawian experience distilled and preserved in poetic constructions.” *Health Care for Women International*, 38:8, 873-891. 2017. Co-authors: S April L. Yerges, Patricia E. Stevens, Lucy Mkandawire-Valhmu, Wendy Bauer, Thokozani Ng'ombe Mwenyekonde, Lance S. Weinhardt &

“Mixed-method quasi experimental study of outcomes of a large-scale multilevel economic and food security structural intervention on HIV vulnerability in rural Malawi.” *AIDS and Behavior* 21:712. 2017 C-authors: Weinhardt LS, Yan AF, Stevens PE, Mwenyekonde T, Ngui E, Emer L, Grande KM, Mkandawire-Valhmu L, Watkins, SC

“A Study on the Curriculum of Global Health Education.” *Journal Korean Acad. Nurs. Educ.* Vol. 22, No. 2, 220-227. 2016. Co-authors: Choi, Kyung Sook; Kim, Hack Sun; Lee, So Young, Dressel, Anne & Jun, Myunghee

“Rural Malawian women's resistance to systematic oppression, violence and abuse by their husbands.” *Journal of Interpersonal Violence*. 2016. Co-authors: Mkandawire-Valhmu, L., Bauer, W.S., Stevens, P.E., Grande, K., Yerges, A., Emer, L., Mwenyekonde, T. & Weinhardt, L.

Distinctions: Honorary Fellow (Population Health), Department of Population Health Sciences, UW-Madison, 2005-2015; Co-Investigator & UWM CGHE Site Principal Investigator concerning HIV issues in Malawi and Kenya, 2008-14; Consultant and Adviser, World Health Organization, Pacific Institute of Women's Health, Family Health International, and Population Council concerning reproductive health issues in South America; Member, Global Studies Advisory Committee; Consortium of Universities for Global Health (CUGH) (2016-present); Maternal Health Task Force Harvard School of Public Health (2011-present)

Ghose, Rina, Professor, Geography, College of Letters and Science (Global Studies and Urban Studies Affiliate)

Education: PhD, 1998, University of Wisconsin-Milwaukee

Foreign Languages: Hindi (5); Bengali (5); Urdu (3)

Field Experience: India, U.K., France, Denmark, Netherlands

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Introduction to Geographic Information Sciences, The World Peoples and Regions, Geography of South Asia, Geographic Information Science, Cartography, Research Methods, Urban Planning, Transdisciplinary Research

Current Research/Teaching Specialization: Geographic information sciences, Urban geography, Gentrification, Growth management, New Urbanism in India; South Asia; North America, Urban governance in the neoliberal state, Community gardening and urban agricultural practices, Citizen Science

Sample Publications:

“‘Power to the People’: Contesting Urban Poverty and Power Inequities through Open GIS.” *The Canadian Geographer*, vol. 62, no. 1, 67-80. Co-author: Welcenbach, T. 2018.

“Rust Belt” to “Fresh Coast”: Remaking the City through Food Justice and Urban Agriculture. *Annals of the AAG*, vol. 108, no. 2, 591-602. 2018. Co-author: Pettygrove M.

“Urban Community Gardens as Spaces of Citizenship.” *Antipode* vol. 46, no. 4, 1092-1112.

“E-Planning through Municipal GIS in India.” *International Journal of E-Planning and Research*, vol.2, no. 2, 24-39. 2013. Co-author: Mukherjee, F.

“Social Construction of GIS in China’s Changing Urban Governance: The Case of Shenzhen.” *Cartographica*, vol. 45, no. 2, 89-102. 2010. Co-author: Lin, W.

“Politics of Scale and Networks of Association” in *PPGIS, Environment and Planning A* vol. 39. 1961-1980. 2007.

Distinctions: Editorial Board Member – *Cartographica*, *Geography Compass*, *Dialogs in Human Geography*, NSF panelist (twice); Member, International GIScience Conference Program Committee, Vienna, Austria, 2014; Secretary/Treasurer Elect of GIS Specialty Group, Association of American Geographers, 2010-12; Editorial Board Member, *International Journal of E-Planning Research*; Austrian Science Foundation and GEOIDE Canada; Member, Program Committee of the International GIScience Conference, 2012, 2014; Member, CIE International Student and Scholar Services Advisory Board

Gillespie, Maria, Assistant Professor, Department of Dance, Peck School of the Arts (Global Studies Affiliate)

Education: MFA, 2011, University of California, Los Angeles

Foreign Languages: Spanish (2)

Field Experience: Argentina, Mexico

Percentage of Time Dedicated to Global/International Studies: 25%

Course Taught: Modern Dance Technique I/II; Applied Anatomy; Repertory and Ensemble; Improvisation I; Dance in Secondary Education; Research Methodology for Dance; Field History: Contemporary Dance Festivals

Current Research/Teaching Specialization: Contemporary Dance Practices; Technique and Choreography

Sample Choreography and Publications:

“Tres historias y ... not one love song. Tessellate Festival, UW-Milwaukee Peck School of the Arts. 2017.

“Translating Metaphor through Embodiment: Choreographing a Transdisciplinary Discourse for Moving Knowledge among Embodiment, Language, and Culture” (iBook). *Intersections* (3). 2017.

The Delicate Scrutiny of Invisible Narratives. Milwaukee Fringe Festival. 2016.

Distinctions: Working toward “Vivamos La Danza” presentation at Dance Festival, Quito Ecuador, June 2018; CIE Faculty Overseas Research Award, 2017; Arts & Humanities Research Travel Award, 2017; Attendee, International Documentation of Contemporary Dance Education, Austria, 2017; UW-Milwaukee Global Studies Fellowship to work with researchers in Mexico City & Beijing, 2014-2015; LACS Certificate Committee, 2013-2015

Greenstreet, Robert, Professor and Dean, Architecture, School of Architecture and Urban Planning

Education: PhD, 1983, Oxford Brookes University

Foreign Languages: German (2)

Field Experience: England, Samoa

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Law and Professional Practice for Architects

Current Research/Teaching Specialization: Impact of law upon the professional practice of architecture, Legal aspects of architecture

Sample Publications:

"Presenting Statistics: Communicating Quantitative Information Effectively." J. Wiley, Interscience. New York, 1991. Co-author: L. Witzling.

"Graphics sourcebook." New Jersey: Prentice Hall, 1984.

Distinctions: Fellow, Royal Society for the Arts; Citation for Distinguished Service, AIA Wisconsin.; Guest Lecturer for Study Abroad Program: Architecture in Paris & London

Hall, Lane, Professor, Visual Art, Peck School of the Arts (Global Studies Affiliate)

Education: MFA, University of Wisconsin-Madison

Foreign Languages: Dutch (4); Spanish (3)

Field Experience: England, Poland, Netherlands

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Digital Imaging Internet issues and Web design, Internet Issues & Web Design, Printmaking

Current Research/Teaching Specialization: Intersections of globalization; Information technology and design, Digital imaging

Sample Publications:

"Metropolis Art." Chicago, 2002.

"Printmaking Now." The Brooklyn Museum of Art, 2001.

"On Nature." Exhibition, Milwaukee WI: Milwaukee Art Museum, 2002.

"Poetical Extracts." South Bend, IN: University of Notre Dame, 2002.

"Gut." Kingston, England: Stanley Picker Gallery, 2001.

"Migrant." Beloit, WI: Wright Museum of Art, 2001.

"Silent Motion." London, England: Colville Place Gallery, 2001.

Distinctions: Artists' residency in Kostrzyn, Poland in which artists from Germany, Poland, Spain, Belgium and the US explored issues of borders; Residency and Professorship in Maastricht, Netherlands in 1994-95

Hanlon, Don, Professor, Architecture, School of Architecture and Urban Planning (Global Studies Affiliate)

Education: MBA, 1981, University of Washington

M.Arch, 1979, University of Washington

Foreign Languages: French (3)

Field Experience: Mexico, India, Europe, Egypt, Costa Rica, China

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Architectural and Urban Design, Theory and Criticism

Current Research/Teaching Specialization: Islamic architecture and urban design in North Africa, Middle East, India, and Central Asia

Sample Publications:

"Searching for Al-Qahira," The Newsletter of the Fulbright Alumni Association. Summer, 1997.

"The Adobe Church in New Mexico: An Example of Architectural Morphosis." Faith and Form, 24. Washington D.C., 1990/91.

"The Amin Hodja Mosque." Journal of Central Asia, 8(2). Islamabad, Pakistan, 1990.

"The Spanish Mission Churches of the Upper Rio Grande Valley." Anthropologica, 34(2). Ontario, Canada, 1990.

"Housing and Urbanization in a Desert Oasis," Traditional Settlements: Forms and Patterns, 11. Center for Environmental Design Research, Berkeley, 1989.

"The Plan of Al-Qahira," Journal of Urban Design, 1(3). Oxford, UK, 1996.

Distinctions: Directs Los Guidos Project: Students design and construct orphanage in Costa Rica; Member, Planning Committee for Global Cities Track of BA in Global Studies; University of Wisconsin Regents Award for Teaching Excellence, 2011

Harris, Mark, Interim Vice Provost for Research and Professor, Geosciences, College of Letters and Science

Education: PhD, 1988, Johns Hopkins University

Foreign Languages: Italian (2); French (2)

Field Experience: Estonia, Italy, Russia, Sweden, Spain

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Carbonate Sedimentology, Historical Geology, History of Geological Thought

Current Research/Teaching Specialization: Sedimentology, facies analysis and sequence stratigraphy of carbonate rocks; basin-scale stratigraphic interpretation; history of geology

Sample Publications:

"Sea level changes versus hydrothermal diagenesis: Origin of Triassic carbonate platform cycles in the Dolomites, Italy-Discussion." Sedimentary Geology, 178. 135-139. 2005. Co-authors: Preto, N., Hinnov, L. A., and Hardie, L. A..

"Late Ordovician carbonates and paleogeography: a comparison of western Laurentia (Great Basin) and Baltica (Estonia)." Geographical Society of American Abstracts with Programs, 22. 215. 2001. Co-authors: Sheehan, P., Ainsaar, L., Hints, L., Mannik, P., Novak, J. and Ruble, M.

"A high-resolution chitinozoan composite for East Baltic Lower Silurian based on numerical analysis." Geological Quarterly, 50. 323-332. 2006. Co-authors: Rubel, M., Nestor, V., Sheehan, P., Ainsaar, L., Hints, L., Männik, P., Nõlvak, J.

Distinctions: Short course on Sequence Stratigraphy, University of Tartu

Hawkins, Jeffrey Associate Professor, Curriculum and Instruction, School of Education

Education: EdD in International and Multicultural Education, 2000, University of San Francisco

Percentage of Time Dedicated to Global/International Studies: 30%

Courses Taught: Teaching and Learning in Elementary, Middle, and Secondary School: Social Studies Methods of Teaching, Teaching of Economics in the Social Studies Curriculum,

Teaching and Learning in the Social Studies: Global Perspectives, Teaching Economics in the Social Studies Curriculum: Global Perspectives, and Diversity and Equity Issues in Education.

Current Research/Teaching Specialization: Content analysis of curriculum through a culturally responsive lens. Culturally responsive teaching in P-20 social studies classroom settings.

Sample Publications:

“Villain or hero: Student interpretations of African trickster tales.” *Multicultural Education* 22(3/4): 20-26. 2015.

Co-author: Agnello, M.F., & Lucey, T

“Emphasis on diversity of religious views in social studies: A national survey of social studies teachers.” *Journal of Social Studies Research* 40(4): 249-262. 2-16: Artwick, J. & Schroeder, M

“Breaking out & going beyond the celluloid closet: LGBTQ media for the social studies classroom.” *Social Education* 81(3): 162-164. 2017.

Distinctions: Director of Social Studies Education, UWM, 2011-present; Supervisor to K-12 social studies interns in Belize and Costa Rica. U.S. Department of Education, 2008-11; Supervisor to K-12 social studies interns in Belize and Costa Rica

Heatherington, Tracey, Associate Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, Harvard

Foreign Languages: English (5); Italian (4); Sardinian (2); French (3)

Field Experience: Italy, Romania, Norway, Germany, United Kingdom, Canada

Percentage of Time Dedicated to Global/International Studies: 90%

Courses Taught: Globalization, Culture, and Environment (Anth 355), Economics and the Environment (Global 201), Extinctions (Honors Seminar), The Social Life of Seeds (Honors Seminar), Nature, Knowledge and Technoscience in Anthropological Perspective (Anth 441), Global Sustainability Capstone: Justice, Power and the Future of Global Insecurity (Global 561), Global Security Capstone: Future Trends (Global 571),

Current Research/Teaching Specialization: Environmental anthropology/political ecology, European and global ethnography

Sample Publications:

“Tasting Cultural Ecology: Foodscapes of Sustainability in the Mediterranean”. Research essay. *Gastronomica: The Journal of Critical Food Studies*. 14(2):16-26, May 2014.

“Introduction: Anthropology in/of the neoliberal academy”. With Filippo Zerilli. *ANUAC, La rivista dell'Associazione Nazionale Universitaria Antropologi Culturali* 5(1): 42-45. August 2016.

“Seeds” in Howe, Cymene and Pandian, Anand, eds. "Lexicon for an Anthropocene Yet Unseen." *Theorizing the Contemporary series*, Cultural Anthropology website, June 2017.

“Fieldnotes from Svalbard: How Global Dreamings Take Root in the Arctic Frontier” With Bernard C. Perley. *Europe Now*, May 2017.

“Introduction: Anthropologists witnessing and reshaping the neoliberal academy”. With Filippo Zerilli. *ANUAC, La rivista dell'Associazione Nazionale Universitaria Antropologi Culturali* 5(1): 42-45. July 2017.

Distinctions: Center for 21st Century Studies Fellow, 2013-14; Australian Anthropology Society Best Article Prize, 2013; Invited Visiting Professor of Political Studies, Università degli Studi di Cagliari, Sardinia, Italy, 2012; Victor Turner Book Prize, American Anthropological Association, 2010; Society for the Humanities Fellow, Cornell University, 2010-11; Co-PI, National Science Foundation IRES Program. "Development of Indicators for Sustainable Development in the Danube Delta, Romania", 2007-9

Heo, Uk, Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, Texas A University

Foreign Languages: Chinese (1); Korean (5)

Field Experience: Korea

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Asian International Relations, Rethinking Security (Global 371), People and Politics (Global 101), International Conflict, Conflicts and the Economy in International Politics

Current Research/Teaching Specialization: International conflict, International political economy, Defense economics, Korean politics, US-Korea relations, North Korean nuclear crisis, Korea-China relations

Sample Publications:

"The Evolution of the South Korea-U.S. Alliance." Cambridge, UK: Cambridge University Press. 2018. Co-author Terence Roehrig.

"South Korea's Rise: Power, Economic Development and Foreign Policy." Cambridge, UK: Cambridge University Press, 2014. Co-author: Terence Roehrig.

"South Korea since 1980." Cambridge, UK: Cambridge University Press, 2010. Co-author: Terence Roehrig. Heo, Uk and Min Ye.

"US Military Deployment and Host Nation Economic Growth" Armed Forces and Society 44(4): Kim, Hayam. 2018.

"The Relationship between Defense Spending and Economic Growth around the Globe: The Direct and Indirect Link." International Interactions 42(5): 774-796. 2016. Co-author: Min Ye.

Distinctions: The Korea Foundation Fellowship for Field Research, 2012; Social Science in Korea Grant, Korea Research Foundation, 2010-13; Principal Investigator of the Korean Studies Lab Grant (\$1.1 Million) from the Academy of Korean Studies; President of the Association of Korean Political Studies, 2005-2007; Vice President of the Association of Korean Public Policy, 2004-05; Member, International Studies Advisory Committee; Member, Asian Studies Certificate Committee

Heywood, John, Distinguished Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, University of Michigan

Foreign Languages: German (3)

Field Experience: England, Germany, China, Canada, Australia, Korea

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Comparative Labor Markets and the Employment Relationship, Labor Economics, Principles of Micro, Statistics, Econometrics, Intermediate Microeconomics, Business and Government, Health Economics, Economics of Employment Relations, Economics of Human Resources, Public Policy Toward Monopoly

Current Research/Teaching Specialization: Labor economics, Location theory, Industrial organization, Applied microeconomics, Determinants and consequences of mergers and the economics of personnel., Comparative labor markets and employment relations

Sample Publications:

"Traffic Accidents and the London Congestion Charge," Journal of Public Economics, 133, 11 - 22, 2016. Co-authors: Green, C. and Navarro, M.

"Hiring older workers and employing older workers: German evidence." Journal of Population Economics, 23(2). 595-615. 2010. Co-authors: Jirjahn, U., & Tsertsvardze, G.

"Unionization and Plant Closure in Canada." Canadian Journal of Economics, 39. 1173-1194. 2006. Co-author: T. Fang.

Distinctions: Chief Editor of the British Journal of Industrial Relations, Award for Teaching Excellence, UWM Alumni Association, 2008; Ranked among the top 500 economists in the world based on quality-adjusted publication record 1990-2000 (European Economic Association, Coupe ranking); Economic and Social Research Council (UK) Grant, 2009-2012; Miegunyah Distinguished Fellow, School of Economics and Commerce, University of Melbourne Australia, Summer 2007; Senior Research Fellow, Business School, University of Birmingham, England, 1999-2009; International Research Scholar, Centre for Public Policy Studies, Lingnan University, Hong Kong, Summer 2008, Summer 2004 and Summer 1996 Distinguished Visiting Scholar, Department of Economics, Lancaster University Management School, England, 2013-15

Hoebel, Gerlinde, Assistant Professor, Biological Sciences, College of Letters and Science

Education: PhD, 2003, University of Ulm

Foreign Languages: German (5); Spanish (4)

Field Experience: Panama, Costa Rica

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Conservation and environmental science, General Ecology, Introductory Biology, Ecology and Evolution of Amphibians and Reptiles, Animal Communication, Sexual Selection, Conservation of Amphibians & Reptiles

Current Research/Teaching Specialization: Behavioral ecology, Animal communication, Sexual selection / Multimodal communication in Frogs, Ecology & evolution, Behavioral plasticity, Species interactions

Sample Publications:

"Geographic variation in male sexual signals in Strawberry poison frogs (*Dendrobates pumilio*).*" Ethology*, 113. 825-837. 2007. Co-authors: Pröhl, H., S. Hagemann and J. Karsch.

"Reproductive Ecology of *Hyla rosenbergi* in Costa Rica." *Herpetologica*, 56(4). 446-454. 2000.

"Diversification under sexual selection: the relative roles of mate preference strength and the degree of divergence in mate preferences." *Ecology Letters* 16, 964–974. 2013. Co-authors: Rodríguez RL, Boughman JW, Gray DA, Hebets EA, & Symes LB.

"Memory of prey larders in golden orb-web spiders, *Nephila clavipes* (Araneae: Nephilidae).*" Behaviour* 150, 1345-1356. 2013. Co-authors: Rodríguez RL, & Kolodziej RC.

"Dip listening or modulation masking? Call recognition by green treefrogs (*Hyla cinerea*) in temporally fluctuating noise." *Journal of Comparative Physiology*, 198. 891-904. 2012. Co-authors: Vélez, A., N. M. Gordon, M. A. Bee.

"The Amphibians and Reptiles of the Golfo Dulce Region." In *Natural and Cultural History of the Golfo Dulce Region, Costa Rica*. 305-328. Biologiezentrum der OÖ Landesmuseen, Austria. 2008.

Distinctions: 2 Travel Grants, Germany; Invited Talk, Smithsonian Tropical Research Institute, Panama City, Panama; Presenter, Animal Behavior Society Meeting, Oaxaca, Mexico, 2004; Member, Societas Europea Herpetologica; 7 publications in German for the general public

Horowitz, Shale, Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, University of California, Los Angeles

Foreign Languages: Chinese (3); Hebrew (2); Spanish (2)

Field Experience: Bosnia-Herzegovina, People's Republic of China, Hungary, India, Israel, Lithuania, Poland, Russia, South Korea, Republic of China (Taiwan)

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: International Organization and the United Nations, Intro to International Relations, The UN in the 21st Century (at the UN), Politics of International Economic Relations, People and Politics (Global 101), Chinese Politics and Foreign Policy, Asian or European Politics and Security, Advanced Econometrics, Nationalism and Ethnic Conflict

Current Research/Teaching Specialization: International and ethnic conflict, Explanation of international trade and financial policies, Political economy and comparative politics of post-communist countries, Post-Communist politics and policy-making, Security and economic policy-making of China and South Korea

Sample Publications:

"Hawk-Talk in Island Disputes: A Theoretical Analysis with an Application to Japan and South Korea." *Chinese Journal of International Politics* 10, 4 (December): 403-28. 2017. Co-author: Sunwoong Kim.

"When Are Similar Regimes More Likely to Form Alliances? Institutions and Ideologies in the Post-Communist World." *Post-Soviet Affairs* 32, 2: 176-200. 2016. Co-author: Michael Tyburski.

"Holding China's West: CCP Strategies of Rule in Tibet and Xinjiang." *Journal of Chinese Political Science* 20, 4 (December): 451-75. 2015. Co-author: Peng Yu.

"Why China's Leaders Benefit from a Nuclear, Threatening North Korea: Preempting and Diverting Opposition at Home and Abroad." *Pacific Focus* 30, 1 (April): 10-32. 2015.

Distinctions: Editorial Advisory Board Member, Korea Observer; Visiting Facilitator or Speaker, Beijing University, Hong Kong University, Nanjing Normal University, National Taiwan University, Shanghai Institute of International Studies, Wuhan University, 2013-7; Member, International Studies Advisory Committee; Russian and Eastern European Studies Committee, Center for Jewish Studies Advisory Board

Howland, Douglas, Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1989, The University of Chicago

Foreign Languages: Japanese (4); Chinese (4); German (3); French (3)

Field Experience: United Kingdom, Taiwan (ROC), People's Republic of China, Japan, France, Germany, The Netherlands

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: East Asian Civilization to 1600/Since 1600, History of Ancient China, Rethinking Global Security (Global 371), World Civilizations, The Creation of a Global Economy, History of Japan, Westernization in East Asia, Political Crisis in Ancient China, Rise of Modern China, Chinese Revolution: 1949 to the Present, Culture and Gender in Heian Japan, Creating a Japanese Nation-State, 1600-1890, Postwar Japan as History

Current Research/Teaching Specialization: International law to China and Japan, Westernization in East Asia, Liberalism and popular sovereignty in the 19th c, Global/historical comparison of forms of popular sovereignty

Sample Publications:

“Art and Sovereignty in Global Politics” edited with Elizabeth Lillehoj and Maximilian Mayer (N.Y.: Palgrave Macmillan). 2017.

“International Law and Japanese Sovereignty: The Emerging Global Order in the 19th Century” (N.Y.: Palgrave Macmillan) <Nominated for the 2017 Peter Gonville Stein Book Prize of the American Society for Legal History> 2016

“Carl Schmitt’s Turn to Sovereignty in Jurisprudence,” Beijing Law Review 9.2 forthcoming. 2018.

“Democratic Centralism in Revolutionary China: Tensions within a People’s Democratic Dictatorship,” Open Journal of Philosophy 7.4: 448-66. 2017.

Distinctions: Fellowship, Max Planck Institute for Comparative Public Law and International Law, Heidelberg, 2018; Fellowship, German Studies Center, Tongji University, Shanghai, 2016; Research Grant, Max-Planck-Institut für europäische Rechtsgeschichte, Frankfurt am Main, 2012; Fellowship, Institute for Research in the Humanities, UW-Madison, 2010; Fellowship, Japan Foundation, 2001; Organizer, International Law and World Order Conference, UWM, 2010; Member, Asian Studies Committee; Co-developer, Rethinking Global Security (Global 371)

Huang, Xin, Assistant Professor, Women’s and Gender Studies, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2010, University of British Columbia

Foreign Languages: Chinese (5)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Feminist Theories, Feminist Research Methods, Gender in Global Asia, Gendered Bodies cross cultural perspectives

Current Research/Teaching Specialization: Feminist Theories, Feminist Research methods, Gender and sexuality in China, Gender and Narrative

Sample Publications:

“Funü and Contemporary Feminist Struggle in China.” Book chapter in: Engendering Social Transformation in China: Gender Dynamics, Women’s Rights, and Feminist Activism. Edited by Guoguang Wu, Yuan Feng, and Helen Lansdowne. Routledge. (forthcoming)

“Gendered Self in Digital Age: Personal digital photography and auto/biographic representation”, a/b: Auto/Biography Studies, Vol. 32, No. 3, p. 519-539. 2017.

“Deng Tuo: Chinese Intellectuals in the Mao Era.” Translated by Li Guo and Xin Huang. Oxford University Press. Author: Timothy Cheek. 2016.

“In the Shadow of Suku (Speaking-bitterness): Master Scripts and Women’s Life Stories” Frontiers of the History in China, Vol. 9, No. 4, p.584-610. 2014

Distinctions: Center for 21st Century Studies fellow, UWM; UW-System Fellow, Institute for Research in the Humanities; Global Studies Research Fellow, 2014-15; Winner of 2010 Best Canadian Dissertation on East Asia, Canadian Asian Studies Association; Translator, Pacific Affairs Chinese abstracts, 2010-present; SSHRC (the Social Sciences and Humanities Research Council of Canada) grant for the project “Learning from the local: Examining a sport and physical activity inclusion initiative for immigrant women,” co-applicant, 2011-14

Hudson, Jean, Associate Professor, Anthropology, College of Letters and Science

Education: PhD, 1990, University of California at Santa Barbara

Foreign Languages: French (3); Spanish (3); German (1)

Field Experience: Peru, Central African Republic, Germany

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Archaeology of Central and South America, Hunter-Gatherer Lifeways: Past & Present

Proseminar in Anthropology: Environmental Archaeology, Study Abroad: Peru Past and Present: Archaeological Perspectives

Current Research/Teaching Specialization: Forager adaptations, Ecological and evolutionary models, Ethnoarchaeology, Prehistoric Life along the Peruvian Coast, Zooarchaeology

Sample Publications:

"Fisherman, Farmer, Rich Man, Poor Man, Weaver, Parcialidad Chief? Household Archaeology at Cerro la Virgen, a Chimu Town within the Hinterland of Chan Chan." Brian Billman, Dana Bardolph, Jean Hudson, Jesus Briceño. In *New Perspectives on the Social Dynamics and Economic Interactions of Andean Maritime Communities*, edited by Gabriel Prieto and Daniel Sandweiss. University Press of Florida. 2016.

Book review of "Beyond 'Affluent-Foragers,' Rethinking Hunter-Gatherer Complexity," edited by K. J. Grier and J. Uchiyama, Oxbow Books, Oxford. In *Environmental Archaeology*, 13 (1): 93-94. 2006.

"Pacific Volcanoes, Mercury Contaminated Fish, and Polynesian Taboos." *Clinical Toxicology* (15563650), 43(6). 2005. 595-596. Co-authors: Dellinger, J., Krabbenhoft, D., & Murphy, H.

"Pacific Ocean Fishing Traditions: Subsistence, Beliefs, Ecology, and Households." In Umberto Albarella & Angela Trentacoste (Eds.), *Ethnozooarchaeology*. Oxford: Oxford Press, 2011.

"Additional Evidence for Gourd Floats on Fishing Nets." *American Antiquity*, 69(3). 586-587. 2004.

Distinctions: CLACS (Center for Latin American and Caribbean Studies) study abroad grant, 2015; Former Program Chair, Certificate in Latin American & Caribbean Studies; Developed new Winterim Study Abroad Program: Ancient People and Animals of Peru, January 2002

Husi, Stanislas, Assistant Professor, Philosophy, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2011, Rice University

Foreign Languages: Latin (2); Ancient Greek (2); German (5)

Field Experience: Germany, Switzerland, Austria

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Global Studies, Great Moral Philosophers, Freshman Seminar, Ethical Constructivism, Modern Moral Philosophers, Great Moral Philosophers, Economics and the Environment (Global 201)

Current Research/Teaching Specialization: Ethics, Social & political philosophy, Meta-ethics & practical reasons, Logic, Philosophy of mind

Sample Publications:

"Money and Morality: A Matter of Misinterpretation," *The Independent Review*, forthcoming.

"Why We (almost certainly) are Not Moral Equals" *Journal of Ethics*, forthcoming.

"On David Owen's Shaping the Normative Landscape" *Jurisprudence: An International Journal of Legal and Political Thought*, 6(2), 371-377, 2015

"Against Moral Fictionalism" *Journal of Moral Philosophy*, 11(1), 80-96, 2014.

"Why Reasons Skepticism is Not Self-Defeating" *European Journal of Philosophy*, 21(3), pp.424-449, 2013.

Distinctions: Swiss National Science Foundation (SNF) 2014; Scholarship to Study Abroad, Awarded by the National German Merit Foundation, 2003-2004; Scholarship of the National German Merit Foundation 2001-2005; Present, University of Cologne, Germany & Humboldt University Berlin, Germany, 2011 and University of Graz, Austria, 2011

Hussein, Mustafa Assistant Professor, Public Health Policy, Joseph J. Zilber School of Public Health

Education: PhD, 2011, University of Tennessee

Foreign Languages: Arabic (5) French (2)

Field Experience:

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Health Systems & Population Health, Quantitative Methods for PH Policy,

Current Research/Teaching Specialization: Health Equity Effects of Healthcare and Social Policy Comparative Political Economy of Health Care Systems & Health Inequalities Econometric & Epidemiologic Methods for Studying Social Inequalities in Health Contextual & Psychosocial Mechanisms of Health Inequalities

Sample Publications:

“Unequal Exposure or Unequal Vulnerability? Contributions of Neighborhood Conditions and Cardiovascular Risk Factors to Socioeconomic Inequality in Incident Cardiovascular Disease in the Multi-Ethnic Study of Atherosclerosis.” American Journal of Epidemiology, <https://doi.org/10.1093/aje/kwx363>. 2017. Co-authors: Diez-Roux, A.V., Mujahid, M., Hastert, T., Kershaw, K., Bertoni, A., & Baylin, A.

“Racial Disparities in HIV Prevalence and Composition of Risk Networks.” Journal of Acquired Immune Deficiency Syndromes, 76 (4), 394-401. 2017. Co-authors: Momplaisir, F., Fiore, D., Smith, L., Bennett, D., Latkin, L., & Metzger, D.

“Neighborhood Socioeconomic Status and Primary Health Care: Usual Points of Access and Temporal Trends in a Major US Urban Area.” Journal of Urban Health, 93, 1027-1045. 2016. Co-authors: Diez Roux, A.V., & Field, R.I.

Distinctions: Active member at the International Health Economics Association, the European Health Economics Association, and the Arab Council for the Social Sciences; Reviewer, International Journal of Health Policy & Management

Isbell, John, UWM Distinguished Professor, Geosciences, College of Letters and Science

Education: PhD, 1990, The Ohio State University

Foreign Languages: Spanish (3); Portuguese (2); French (3)

Field Experience: Argentina, Brazil, Antarctica, Australia, Russia, South Africa

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Sedimentology and Stratigraphy, Physical Sedimentology, Sequence Stratigraphy and Basin Analysis, Conducted Field Trips in Sedimentary Geology, Historical Geology, Sandstone Petrology, Advanced Topics in Sedimentary Geology, Introduction to the Earth

Current Research/Teaching Specialization: Clastic sedimentology and stratigraphy, Sequence stratigraphy, Historical geology, Glacial and fluvial deposits and processes, The Late Paleozoic Ice Age, landscape evolution during the Cretaceous and Tertiary, Geology of the Southern Hemisphere (Antarctica, Argentina, South Africa, Australia), Gondwana Geology

Sample Publications:

“Sedimentology of the Mid-Carboniferous fill of the Olta Paleovalley, eastern Paganzo Basin, Argentina: Implications for glaciation and controls on diachronous deglaciation in western Gondwana during the Late Paleozoic Ice Age.” Journal of South American Earth Sciences. 2018. Co-authors: P Moxness, L.D., *Pauls, K. N., Limarino, C. O., and Jazmin Schenckman

“Origin of paleovalleys on the Rio Grande do Sul Shield (Brazil): implications for the extent of late Paleozoic glaciation in west-central Gondwana.” Palaeogeography, Palaeoclimatology, Palaeoecology. 2018. Co-authors: Fedorchuk, N.D., *Griffis, N.P., Montañez, I.P., Vesely, F.F., Iannuzzi, R., Mundil, R., Yin, Q.Z., *Pauls, K.N., *Rosa, E.L.M.

“Permian diamictites in Northeastern Asia: their significance concerning the bipolarity of the late Paleozoic ice age”: Earth Science Reviews, v. 154, p. 279-300. 2016. Co-authors: Biakov, A. S., Vedernikov, I. L., Davydov, V. I., Gulbranson, E. L., and *Fedorchuk, N. D.

Distinctions: University of Wisconsin-Milwaukee RGI Grant for research in Brazil, 2016-18; Field Leader for 17 National Science Foundation projects, grants, and contracts to Antarctica, 18 to South America, 4 to Australia, 1987-2015; Member, Steering Committee for the development of deep field camps in the Transantarctic Mountains, Member, Office of Polar Programs Advisory Committee, The National Science Foundation, 2012-2015; Delegate, The International Gondwana Subcommission. 2005-2009; Associate Editor of the international geologic journal: Brazilian Journal of Geology 2016-Present

Izquierdo, Rene, Associate Professor, Music, Peck School of the Arts

Education: MA, 2005, Lehman College

Foreign Languages: Spanish (5) French (3)

Field Experience: Cuba, Colombia, Dominican Republic, Mexico, Puerto Rico, Spain

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Lessons in Classical Guitar; Workshop: Guitar Technique; Advanced Chamber Music; Advanced Instrumental Repertoire II: Guitar

Current Research/Teaching Specialization: Classical Guitar; Latin American Music

Sample Performances:

“A lo cubano.” Miami International GuitART Festival, Florida International University. 2018

Festival de guitarra. Salamanca, Mexico. 2017

Chamber Music Concert with Selections from Cuba and Venezuela. UW-Milwaukee. 2015

Distinctions: Frequent public Latin American style guitar performances, Ongoing; Performances at area K-12 schools for recruitment of the Guitar College and Pre-College division, Ongoing; Lead workshops and masterclasses worldwide, Ongoing; Assistant Conductor, Carlo Aonzo Mandolin Workshop, Ongoing

Jordan, Jennifer, Professor, Sociology and Urban Studies, College of Letters and Science

Education: PhD, 2000, University of California San Diego

Foreign Languages: French (1); German (4); Spanish (2)

Field Experience: Germany, Austria, England, US

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Undergraduate: Introduction to Sociology, History of Sociological Theory, Honors Seminar on the Sociology of Beer and Brewing; Graduate: Systematic Sociological Theory, The Sociology of Culture, Urban Social Structure and Change

Current Research/Teaching Specialization: Urban sociology, Collective memory, Sociology of culture, Social theory, Globalization and international sociology, Europe/Germany, Sociology of food, sociology of beer and brewing

Sample Publications:

“Edible Memory: The Lure of Heirloom Tomatoes and Other Forgotten Foods” (Chicago: University of Chicago Press). 2015. .

“Structures of Memory: Understanding Urban Change in Berlin and Beyond” (Cultural Memory in the Present Series) (Stanford, California: Stanford University Press). 2006.

“Apples, Identity, and Memory in Post-1989 Germany,” in Anne Fuchs, Kathleen James-Chakraborty, and Linda Shortt (Eds.), *Debating German Cultural Identity 1989 -2009* (Rochester, New York: Camden House), 46-64. 2011.

“Landscapes of European Memory: Biodiversity and Collective Remembrance,” *History and Memory* 22:2 (Fall/Winter 2010), 5-33.

“Elevating the Humble Dumpling: From Peasant Kitchens to Press Conferences,” *Ethnology*, 47: 2. 109-121. Spring 2008.

“The Heirloom Tomato as Cultural Object: Investigating Taste and Space.” *Sociologia Ruralis* 47(1). 20-41. January 2007.

Selected Distinctions: Lise Meitner Fellowship from the Austrian Research Foundation (FWF), Senior Scientist at the Austrian Academy of Sciences, Vienna, Austria, 2008-10; Senior Fellow, Fulbright/IFK (International Research Center for Cultural Studies) Vienna, Austria, 2007; Grant from Center for Advanced Holocaust Studies, US Holocaust Memorial Museum, 2003-04; Global Studies Search and Screen Committee, 2011

Jordt, Ingrid, Associate Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, Harvard University

Foreign Languages: Burmese (4); Italian (4)

Field Experience: Burma

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Social Movements and the Internet, Ethnographic Methods, Women's Roles in Cross-Cultural Perspective, Food and Culture, Anthropology of Knowledge

Current Research/Teaching Specialization: Processes of political legitimation, Lay/monastic relations in Buddhist Burma, Buddhist meditation movements in Southeast Asia, Ethnographic methods, Social theory, Cultural anthropology

Sample Publications:

"Transnational Buddhism and the Transformation of Local Power in Thailand." In Stanley J., et al. (Eds.), *Radical Egalitarianism: Local Realities, Global Relations, Tambiah*, Fordham University Press, March 2013.

"Food Security, Information Flows, and Foreign Aid in the Wake of Cyclone Nargis." *Burma Anthropology News*. 2008.

"Turning Over the Bowl in Burma." *Religion in the News*, 10(3). 2008.

"Burma's Mass Lay Meditation Movement: Buddhism and the Cultural Construction of Power." *Research in International Studies Series*, University of Ohio Press, 2007.

"What is a 'True Buddhist': Meditation and the Formation of Knowledge Communities in Burma." *Ethnology*, 45(3). 2007.

"With Patience We Can Endure: Public Space and Private Discourse Under Burmese Authoritarian Rule." In Monique Skidmore and Patricia Lawrence (Eds.), *Women and the Contested State: Religion, Violence and Agency in South Asia, 188-208*. University of Notre Dame Press, 2007.

Distinctions: Live webcast: American Public Media: Speaking of Faith.

Kahl, Jonathan D. W., Professor, Mathematical Sciences, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1987, University of Michigan

Foreign Languages: Spanish (3)

Field Experience: Mexico, Guatemala

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Survey of Meteorology, Earth, Air, Fire and Water, There's No Zone Like the Ozone: Environmental Aspects of Weather, Air Pollution Meteorology, Mathematics, Study Abroad: Mexico Atmospheric Science

Current Research/Teaching Specialization: Air pollution meteorology, Atmospheric science, Air pollution meteorology, Utilization of technology in science education, General meteorology, Boundary-layer meteorology, Polar meteorology, Construction of historical Arctic upper-air meteorological data sets

Sample Publications:

"Redefining the Seasons in the Términos Lagoon Region of Southeastern México: May is a Transition Month, Not a Dry Month. *Journal of Coastal Research*, 34(1), 193-201. 2018. Co-author: Guerra-Santos, J.J.

"Carbonyls in the urban atmosphere of Monterrey, Mexico: sources, exposure, and health risk." *Air Quality, Atmosphere and Health*. 2016. Co-authors: Cerón-Bretón, J.G., R. M. Cerón-Bretón, J.D.W. Kahl, E. Ramirez-Lara, C.A. Aguilar-Ucán, C. Montalvo-Romero, A. Mendoza-Dominguez, M. Muriel-García, J.A. Ortíz-Alvarez, 2016

"Study of Trace Ions in Wet Deposition of an Industrial Site in Monterrey's Metropolitan Area, Mexico." *Open Journal of Ecology*. 2016. Co-authors: Ramirez-Lara, E., R. Cerón-Bretón, J.G. Cerón-Bretón, U. López-Chuken

Distinctions: Fulbright Scholar, Mexico, 2003; 11 UWM CIE and Center for Latin American and Caribbean Studies Travel and Course Development Grants; Visiting professor and lead researcher, Mexico: University of Carmen, Ciudad del Carmen, University of Campeche, University of Nuevo Leon, Monterrey, 2006-2018; Affiliated Professor, Department of Chemical Sciences, National Autonomous University of Nuevo Leon, Monterrey Mexico; Ongoing collaboration with Centro de Ciencias de la Atmosfera (Atmospheric Science Center) at the Universidad de Mexico; Teaching Excellence Award, UWM Alumni Association, 2006

Keane, Mark, Professor, Architecture, School of Architecture and Urban Planning

Education: PhD, 1980, University of Illinois Urbana Champaign

Foreign Languages: French (3)

Field Experience: France, Germany, England, Italy, Spain, Greece, Austria, Belgium, Holland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Introduction to Architecture, Drawing, Frank Lloyd Wright Seminar, Film and Architecture, Architecture Summer Study Abroad in Paris, Architectural Thesis

Current Research/Teaching Specialization: Design, Drawing, Frank Lloyd Wright, K-12 Design Education

Sample Publications:

Architecture: An Interactive Introduction, CD/text, McGraw-Hill 1998.

Interior Design, chapter in Dictionary of American History, Culture of Design Education, chapter in Handbook of Interior Design, Frankel/Coleman, 2001.

American System Built Homes R and D team, 05 16th Street Community Health Center Rendering, 99-05

Wrightscape - Seminar in Design Language -UWM Press

NEXT.cc - K-12 Design Language

Distinctions: National Institute for Architectural Education Grant, Public Broadcast System Emmy for Animated Architecture; UWM Alumni Association Teaching Award, 2007; National Endowment for the Arts Digital Communications Grant, 2009; UWM Service-Learning Instructor of the Year, 2013-14, Association of Collegiate Schools of Architecture Creative Achievement Award, Peterson Family Foundation Grants

Kehl, Jenny, Global Water Security Scholar for University of Wisconsin-Milwaukee, Endowed Professor and Associate Professor for School of Freshwater Sciences, and Global Studies Affiliate)

Education: PhD, 2003, University of Colorado-Boulder

Foreign Languages: Spanish (2)

Field Experience: India, China, Turkey, Uganda, Kenya, Mexico

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: International Water Policy, International Natural Resource Conflict and Cooperation, International Economic Development

Current Research/Teaching Specialization: International water policy, Natural resource conflict and development

Sample Publications:

"The Hidden Global Trade in Water: Calculating the inefficiencies and trade in water-intensive crops." Yale Global, Yale University, 13 February. 2013

"Troubled Waters: The Effects of Scarcity on Interests, Identities, Conflict and Cooperation," in Williams, M. (editor), The Multicultural Dilemma: Migration, Ethnic Politics, and State Intermediation. New York: Routledge Press. 2012.

"Rethinking the Resource Curse: A Review Essay on the Politics of Oil Investments." International Studies Review, 13, 3: 495-501. 2011.

Hydropolitical complexes and asymmetrical power: Conflict, cooperation, and Governance of international river systems. American Sociological Association XVII (1): 218-235. 2011.

Distinctions: Secretariat for United Nations Global Compact Cities Programme 2015-2020, International Common Ground; International Studies Association; International Water Policy Research Network; Member, Program in Sustainable Peacebuilding Advisory Committee

Khatchadourian, Sonia, Senior Lecturer, English, College of Letters and Science (Global Studies Affiliate)

Education: MA, 1987, University of Hawaii-Manoa

Foreign Languages: Armenian (3); French (1); German (1); Russian (1)

Field Experience: Malaysia, Germany

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Advanced Independent Study for Global Studies 551: Global Communication and Emerging Technologies; Business Writing, Global Business Communication, Creative Writing, Composition, Cultural Studies and Literature, Health Science Writing, Technical Writing, Grammar, Writing and Critical Thinking; the Art of Poetry, the Art of Fiction

Current Research/Teaching Specialization: Global Business Communication; Professional and Technical Communications; Health Science Communication; Music within Cultural Studies

Sample Publications:

“David of Sassoun: An Introduction to the Study of the Armenian Epic (Wipf and Stock)” Edited and Published Arpine’ Khatchadourian’s book, July 2016.

“The New Design Argument and God” in Wisdom (published by the Armenian State Pedagogical University after Kachatur Abovyan, Yerevan, Armenia), 1, 6 (2016): 46-66. Edited and Published Haig Khatchadourian’s article.

“Larry Garner: A Trailblazer Gets More Scars.” Living Blues, 18-27. Jan./Feb. 1999. [Cover story]

“The Meaning of the Blues: Debra DeSalvo’s, The Language of the Blues.” Shepherd Express. 29, 31. 2 Mar 2006.

“Lurrie Bell: The Devil Ain’t Got No Music.” Shepherd Express, 24 May 2012.

“Magic Slim and The Teardrops: Bad Boy.” Shepherd Express, 25 Oct. 2012.

Distinctions: English Department's Teaching Excellence Award for Academic Staff for 2018; Academic Staff Professional Development Award: Global Education Conference, October 2011; Global Studies Development Grant, 2004; Institut fur Anglistik und Amerikanistik, Justus Liebig Universitat, Giessen, Germany, September 1994-August 1996

Kilwein-Guevara, Maurice, Professor, English, College of Letters and Science

Education: PhD, 1990, University of Wisconsin-Milwaukee

Foreign Languages: Spanish (5)

Field Experience: Colombia, Cuba, Mexico, Russia, Ecuador

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: The Development of Poetry, Survey of U.S. Latino/a Literature, Seminar in Poetry Writing, Seminar in Fiction Writing, Poetic Craft and Theory: The Prose Poem, Poetic Craft and Theory: The Historical Imagination, Advanced Workshop in Fiction, Advanced Workshop in Poetry, U.S. Latino Literature: Performance Practices, Poetry and the Creative Process: Modern American Poets from a Biological Perspective, The Art of Poetry: Contemporary American Poetry, The Development of Poetry: Surrealism, Literature and the Other Arts: Comedy in Fiction and Film

Current Research/Teaching Specialization: Poetry, fiction, and dramatic writing, US Latino/a literature, Comparative literature (Latin American), US literature, Performance art and performance poetry, Literary Writing with a Focus on Latin America

Sample Publications:

“Postmortem” + four other poems (along with translations into Castilian), in Poetas latinos en Estados Unidos: una antología bilingüe, edited by Fernando Valverde and Juan Felipe Herrera, Valparaíso Ediciones, Madrid, Spain, with mass market distribution also in México, Colombia, and Argentina (forthcoming, 2019)

“A City Prophet Talks to God on the 56C to Hazelwood” + ten other poems and an original essay on poetics, in American Poets in the 21st Century: Poetics of Social Engagement, edited by Michael Dowdy and Claudia Rankine, Wesleyan University Press, publication date: September 4, 2018.

“Colombia’s Forgotten Frontier: A Literary Geography of the Putumayo by Leslie Wylie” (review) in Bulletin of Latin American Research (United Kingdom), first online 9 December 2015

“Then, Poema Asks,” a full-length volume of poetry, University of Arizona Press, 2009.

Kim, Sang-Yeon, Assistant Professor, Communication, College of Letters and Science

Education: PhD, 2009, Michigan State University

Foreign Languages: Korean (5)

Field Experience: Korea

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Intercultural communication, Quantitative methods, Theories and practices of persuasion, Diversity effects

Current Research/Teaching Specialization: Inter/cross-cultural communication in the context of persuasion and social influence, volunteerism, and public health

Sample Publications:

"Media response to presidential apology including vs. excluding excuse." *Political Communication Research*, 48, 5-35. [김정훈·김상연 (2018). 대통령 공식사과 중 변명 유무에 따른 언론사 반응. 『정치커뮤니케이션 연구』, 48호, 5-35] 26. 2018. Co-author: Kim, J., & Kim, S.

2. 이희대 ▲ 김상연 (2018). 4차 산업 혁명과 1인 미디어의 진화. 김광호 (편저). 4차 산업 혁명과 미디어의 미래 (pp. 368-393). 경기도 파주, 대한민국: 한국학술정보(주). The 4th industrial revolution and the evolution of MeMedia. In K. Kim (Ed.), *The 4th Industrial Revolution and the Future of Media* (pp. 368-393). Paju, Gyeonggi-do, South Korea: Korean Studies Information.]. 2018. Co-authors: Lee H., & Kim, S.

"Communicating healthful food choice: Cultural difference in regulatory focus." *Asian Communication Research*, 13, 131-156. 18. 2016. Co-authors: Kim, S., Hawkins, J. M., Song, H., Lim, T., Cramer, E. M., Ahn, S., Kim, J., Kim, H., Kim, J., & Ota, H.

"Healthy food and cultural holism." *International Journal of Intercultural Relations*, 52, 49-59.

doi:10.1016/j.ijintrel.2016.03.002. 2016. Co-authors: 17. Kim, S., Lim, T., Song, H., Cramer, E., Ahn, S., Kim, J., England, N., Kim, H., & Kim, J.

Kim, Nan, Associate Professor, History, Letters and Science (Global Studies Affiliate); Public History Program Director; Asian Studies Program Coordinator

Education: PhD, 2007, University of California-Berkeley

Foreign Languages: Korean (4); Chinese (1); Japanese (1); Spanish (3); Italian (2)

Field Experience: Korea, Germany

Percentage of Time Dedicated to Global/International Studies: 85%

Courses Taught: Modern East Asia, Korea, Korean War as Global History, Global Cold War, The Family and Gender in World History

Current Research/Teaching Specialization: war memory, dissent movements, peace activism, reconciliation, Korea, Northeast Asia, transnational public history, contemporary history, political anthropology, family and gender, and notions of temporality and subjectivity,

Sample Publications:

"Iterations of Memory, Turbulence of Contestation," forthcoming in *Verge: Studies in Global Asias* 5.1 (Spring 2019).

"The Color of Dissent and a Vital Politics of Fragility in South Korea," forthcoming in *The Journal of Asian Studies* (2018).

"Candlelight and the Yellow Ribbon: Catalyzing Re-Democratization in South Korea," *Asia-Pacific Journal*, 2017. Review of *Korea's Grievous War*, by Su-kyoung Hwang. *Journal of Korean Studies* 22, no. 2 (2017): 465-469.

"Reuniting Families, Reframing the Korean War: Inter-Korean Reconciliation and Vernacular Memory," *Routledge Handbook on Memory and Reconciliation in East Asia*, ed. Mikyoung Kim. New York and London: Routledge, 2015.

"Korea on the Brink: Reading the Yŏnp'yŏng Shelling and its Aftermath." *The Journal of Asian Studies*, 70(2). 337-356. 2011.

Distinctions: International Delegate, Vancouver Women's Forum on Peace and Security, Nobel Women's Initiative, 2018; Editorial Board Member, *Seoul Journal of Korean Studies*, 2016-present; Center for 21st Century Studies Fellow, University of Wisconsin-Milwaukee, 2016-2017; Fellowship, Kyujanggak International Center for Korean Studies, Seoul National University, 2015-2016; Fellowship, Research Institute for Korean Studies, Korea University, Winter-Summer, 2014; Advisory Board Member, *Beyond the Korean War*, International research collective jointly sponsored by the University of Cambridge (UK) and the Academy of Korean Studies (Korea), 2014; Steering Committee Member, Alliance of Scholars Concerned about Korea, 2010-present; Manuscript Reviewer, *The Journal of Asian Studies*, *Journal of Korean Studies*, 2009-present

Kim, Yong-Choel, Associate Professor, Finance, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 1987, Ohio State University

Foreign Languages: Korean (5); English (4)

Field Experience: Norway, Korea

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: International Financial Management, Corporate Finance, Venture Finance, Investments

Current Research/Teaching Specialization: International finance and corporate finance, Currency exposure of multinational corporations and corporate governance, Financial markets of foreign countries, especially Japan

Sample Publications:

"Globalization, Employment, and Ownership of Human Capital", Journal of Business and Economics v.8-no. 3, 265-281, 2017. co-author: Gabjin Oh.

"Impact of Foreign Shareholdings and Originating Countries on Banking Sector Efficiency", Emerging Markets Finance and Trade 52-9, co-author: Chan Sok Gee and Koh Hsieng Yang Eric. 2016

"Financial Crisis and a Transmission Mechanism of External Shocks: The Signaling Role of the Korean Monetary Stabilization Bond", Journal of Financial Stability v.9, no.4, pp.682 - 694, co-author: Jinyong Kim. 2013.

"Super-size Banks: Is Risk-taking Rewarding?", 2013, International Finance Review, Volume 14 - Global Banking, Financial Markets and Crises, 115-140, co-author: Jinyong Kim,

Distinctions: Visiting professor at Norwegian School of Management, National Univ of Singapore, Chosun Univ in Korea; CIBER Grant from UW-Madison, 2002-2003; Research award from the Center for International Trade, 2000; National University of Singapore Visiting Professor, 2007-2008; Member Korean-American Economic Association and Korean-American Finance Association; Member, Global Studies Advisory Committee

Kim, Sunwoong, Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1985, Massachusetts Institute of Technology

Foreign Languages: Japanese (5); Korean (1); German (3); Chinese (4)

Field Experience: Korea, Germany

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: International Financial Management, Urban and Regional Economics

Current Research/Teaching Specialization: Housing, Development economics, Southeast Asia, Urban economics

Sample Publications:

"Private Tutoring and the Demand for Education in South Korea," Economic Development and Cultural Change, 58(2), 2010: 259-96 (with Ju-Ho Lee).

"Modeling the Korean Chonse Lease Contract," Real Estate Economics, 31(1), 2003: 53-74 (with Brent Ambrose).

"Electoral Dimensions of Factional Competition in Japan's Liberal Democratic Party, 1958-1990," The European Journal of Political Research, 42(1), January, 2003: 107-134 (with Eric Browne).

Distinctions: Developed interinstitutional exchange with Ajou University, Korea; Co-editor, International Economic Journal.

Kincaid, Andrew, Associate Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, University of Minnesota

Foreign Languages: Irish (3); French (3); German (4)

Field Experience: Germany, Ireland, France

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Seminar in Modern Literature. Samuel Beckett: Prose, Poetry, Drama, Approaches to Literary Criticism: From Literary Theory to Cultural Studies, Studies in Literature, 1660-1800, Survey of Modern Literary and Cultural Theory, The Development of the Novel, The Art of Fiction: The Irish Short Story, Modern English Literature: The Twentieth Century, Introduction to English Studies, Globalization and the Environment: The Case of Ireland

Current Research/Teaching Specialization: Literary and critical theory, Modern literature, Global/post-colonial literature, Irish literature and culture; , Urbanism and modernism, Theories of space and place, The writings of Samuel Beckett, Literary and critical theory, Maritime literature, Theories of Modernism

Sample Publications:

“Somewhere in Infinite Space”: John Mitchel’s Jail Journal and Oceanic Literature.” *New Hibernia Review*. Vol. 20, #3 (Autumn 2016), 19-38.

“Detecting Hope: Ken Bruen’s Disenchanted P.I.” *The Contemporary Irish Detective Novel*. Elizabeth Mannion, ed. New York: Palgrave Macmillan 2016: 80-95.

“Mapping the Future: Endgame, Premediation, and the War on Terror.” *Samuel Beckett Today/Aujourd’hui*. Vol. 25 (2013): 171-184.

Distinctions: C21 Fellow 17-18; CIE Fellow 15-16; Advisory Board Member, Center for Celtic Studies, 2001-present; 6 Arts and Humanities Travel Awards, UWM, 2002-2011; FLAS (Foreign Language Area Studies) Fellowship, University of Minnesota, 2000; Global Studies Research Fellow, 2014-15

Kozak, Nadine, Assistant Professor, School of Information Studies.

Education: Ph.D., Communication and Science Studies, University of California, San Diego

Percentage of time devoted to internally-oriented teaching, research, and service: 75%

Courses taught: Global Studies, Introduction to Information Technology and Science, Legal Aspects of Information Products and Services, Information Policy

Current research/teaching specialization: People and groups often marginalized in policy making circles; the people whom are subject to, and impacted by, policies, regulations, and laws. Her research investigates groups including rural Canadian mothers whom were the targeted recipients of government scientific motherhood literature in the 1920s but lacked the technology to fulfill the precepts;

Sample publications:

(Accepted). “Who’s afraid of the Big Bad Wolf”: Canadian Radio Policy and the Moose Jaw Radio Association, 1922-1947.” *Media History*. (May/June 2015).

“If you build it, they will come”: Lusk, Wyoming, and the Information Highway Imaginaire, 1989-1999. *Information & Culture: A Journal of History*, 50(2), 236-256.

Kozak, N. I. (2015). Access to infrastructure. In Ang, P. H. & Mansell, R. (Eds.), *International Encyclopedia of Digital Communication & Society*. Hoboken, NJ: Wiley-Blackwell. DOI: 10.1002/9781118290743/wbiedcs146

Kuiper, Lawrence, Academic Director of English as Second Language Programs and Associate Professor, French/Italian/Comparative Literature --French, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1999, Michigan State University

Foreign Languages: French (5); Italian (1); Spanish (1)

Field Experience: France, Spain

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Contemporary French Language and Culture, French Usage, Phonetics (French), Studies in French Culture, Intermediate French Writing and Reading

Current Research/Teaching Specialization: Language/dialect perception, Correlating language placement with instruction, Travel and tourism as a field of study, Foreign language perception, French dialect perception, Foreign language pedagogy, Learning French culture through the history and present of French cuisine

Sample Publications:

Five articles for A Gustave Flaubert encyclopedia. ed. Laurence Porter. 2000: Greenwood University Press.

"Variation and the Norm: Parisian Perceptions of Regional French." In Dennis Preston (Ed.), A Handbook of Perceptual Dialectology. London: Benjamins, 2000.

Co-editor, "Eating, Cooking, Culture: The Politics and History of Food." Papers from the April 2011 UWM conference sponsored by the UWM Center for International Education

"La Phonétique française." multi-media CD-ROM program Center for Language Teaching and Research, East Lansing Michigan, Fall 2007.

"Perception is Reality: Parisian and Provençal Perceptions of Regional Varieties of French". Journal of Sociolinguistics. 9(1). 28-50. February 2005.

"Fostering Creativity in Literary Study," In Stivale Charles (Ed.), Modern French Literary Studies in the Classroom: Pedagogical Strategies. New York, MLA: 2005. Co-authors: Anita Alkhas and Lawrence Porter,

Distinctions: Member, Overseas Programs Advisory Committee; Program Director, Spring Semester in Paris, France, 2008; Coordinator of French TAs; Interim Director, English as a Second Language Programs, UWM; UISFL grant project for creation of a curriculum for Arabic for learners of French and Spanish, 2009-2010; Coordinator of French, 2009-present; Director French and Francophone Studies Certificate 2009-present; Member of the Deans Foreign Language Advisory Group (FLAG) 2007-present

Lackey, Masako, Senior Lecturer, Foreign Languages and Literature -- Japanese, College of Letters and Science

Education: MA, 1988, University of Wisconsin-Madison; MA, 1987, University of Wisconsin-Madison

Foreign Languages: Japanese (5)

Field Experience: Japan

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: All levels Japanese Language, Reading Japanese Short Stories, Japanese Conversation

Current Research/Teaching Specialization: Educational Technology Second language acquisition, Distance learning, Online education

Distinctions: Summer lecturer at the Kanazawa Institute of Technology, 2018; 2016 Certificate for Online and Blended TeachingCIBER grant for Summer Intensive Courses in Beginning Japanese, 2003; Member, American Association of Teachers of Japanese (AATJ), Wisconsin Association of Teachers of Japanese (WiATJ), Wisconsin Association of Foreign Language Teachers (WAFLT); Presentation, Thinking Globally: Promoting Interactive and Intercultural Curricula at UW-Milwaukee, 2011

Lanters, Josepha, Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1988, University of Leiden, Netherlands

Foreign Languages: Dutch (5); French (3); German (4); English (5)

Field Experience: Ireland, The Netherlands, England, Australia, Brazil, Spain, Sweden, Belgium, France.

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: The Forms of Folk Literature: Celtic Mythology and Folklore, Seminar in Major Figures: James Joyce, Survey of Irish Literature, Seminar in Irish Literature, Comparative Mythology (Greek, Irish, Norse), Classical Influences on Modern Literature: Homer's *Odyssey* and Joyce's *Ulysses*, Classical Influences on Modern Literature: Greek Tragedy, Survey of English Literature, The English Modernists, Magical Realism, World Literature to 1700, English Romantic Poets, Modern British and Irish Drama, Translation English-Dutch

Current Research/Teaching Specialization: Irish studies, Irish theatre, Irish literature, Issues of identity and representation, Mythology and folklore

Sample Publications:

“‘Like Tottenham’: Martin McDonagh’s Postmodern Morality Tales.” In Patrick Lonergan (Ed.), *The Theatre and Films of Martin McDonagh*. 165-78. London: Methuen Drama, 2012.

“‘We’ll Be the Judges of That’: The Critical Reception of Druid Synge in the USA.” In Nicholas Grene and Patrick Lonergan (Eds.), *Irish Drama: Local and Global Perspectives*, 35-47. Dublin: Carysfort Press, 2012.

“Kilroy’s Wedekind: From *Spring Awakening* to *Christ, Deliver Us!*” In Sandra Mayer, Julia Novak, and Margarete Rubik (Eds.), *Ireland in Drama, Film, and Popular Culture*, 21-27. Trier: WVT Wissenschaftlicher Verlag Trier, 2012.

Joan FitzPatrick Dean and José Lanters (Eds.), *Beyond Realism: Experimental and Unconventional Irish Drama since the Revival*. Amsterdam: Brill/Rodopi, 2015.

“Thomas Kilroy and the Idea of a Theatre.” In Nicholas Grene and Christopher Morash (Eds.), *The Oxford Handbook of Modern Irish Theatre*, 337-53. Oxford: Oxford University Press, 2016.

Distinctions: Moore Institute Visiting Fellow, National University of Ireland-Galway, 2012; External Examiner, PhD dissertation, National University of Ireland-Galway, November 2011; Plenary lecturer, The Irish Seminar (International Graduate Program of the University of Notre Dame), Dublin, Ireland, June 2011 and June 2012; Numerous International Travel Awards, Arts and Humanities and Center for International Education UWM, 2001-17; President, American Conference for Irish Studies, 2007-09

Leson, Richard, Associate Professor, Art History, College of Letters and Science

Education: PhD, 2007, Johns Hopkins University

Foreign Languages: German (3); French (3); Spanish (1)

Field Experience: France, Germany, Spain

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Ancient to Medieval Art and Architecture, Art and Architecture of Byzantium, Early Medieval Art in the West, Art and Architecture of Islamic Spain, Art and Architecture of the Late Middle Ages, Romanesque Architecture, French Gothic Art and Architecture, Heaven on Earth: Origins of the French Gothic

Current Research/Teaching Specialization: Visual culture of the Middle Ages, Medieval manuscript illumination, Heraldry, Devotional culture, Gender studies, Museum studies, Art associated with the Crusades

Sample Publications:

“‘Partout la figure du lion’: Thomas of Marle and the Enduring Legacy of the Coucy Donjon Tympanum.” *Speculum* 93.1 (2018): 27-71.

“A Constellation of Crusade: The Resafa Heraldry Cup and the Aspirations of Raoul I, Lord of Coucy.” *The Crusades and Visual Culture*. Ed. Elizabeth Lapina. Ashgate, (2015): 75-90.

“Reconstructing the Tomb of Robert of Cassel in Warneton.” *Peregrinations: Journal of Medieval Art and Architecture* IV.4 (Autumn 2014) Ed. Sarah Blick. (2015): 128-151.

Distinctions: UWM Graduate Research Committee Award, 2013; 4 Travel Awards from CIE and Arts and Humanities Faculty Travel Grants, 2010-12; UWM course development grant from Middle East and North African Studies Certificate Program and CIE, supported by UISFL funding (“Islamic Art and Architecture of Medieval Spain”), 2011; Samuel H. Kress Travel and Research Grant administered by the International Center of Medieval Art, 2011; UW-Madison Institute for Research in the Humanities Fellowship, 2013-14; UWM Center for 21st Century Studies Fellowship, 2010-11

Jasmine Alinder

Levine, Marc, Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1982, University of Pennsylvania

Foreign Languages: French (4)

Field Experience: Canada, Belgium

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: French Canada

Current Research/Teaching Specialization: North American urban history and public policy, Economic change, Urban development, Cultural diversity in the city

Sample Publications:

"Contextes de la Politique Linguistique Québécoise." Québec: Conseil de la Langue Française, 1993.

"La Question démolinguistique, vingt-cinq ans après la charte de la langue française," *Revue d'aménagement linguistique* (2002): 65-83.

"Tourism Infrastructure and Urban Redevelopment in Montreal," in *The Infrastructure of Play: Building the Tourist City*, ed. Dennis Sharpe (New York: M. E. Sharpe, 2003), 245-70.

"Tourism and Economic Regulation: Shaping the Tourism Labor Market in Montreal," in *Cities and Visitors: Regulating Tourists, Markets, and City Space*, ed. Susan Fainstein et al. (London: Blackwell, 2003), 114-36.

"The False Promise of the Entrepreneurial University: Selling Academic Commercialism as an "Engine" of Economic Development in Milwaukee, September 2009." UWM Center for Economic Development Working Papers. 2009.

"The Crisis of Black Male Joblessness in Milwaukee: Trends, Explanations, and Policy Options, March 2007." UWM Center for Economic Development Working Papers. 2007.

Distinctions: Professeur invité, Université du Québec, Institut national de la recherche scientifique-Urbanisation; Member, Global Cities Track Planning Committee; Urban Studies Program Faculty Affiliate; Director, Center for Economic Development; Director, Center for Canadian-American Policy Studies; Director, Consortium for Economic Opportunity

Levitas, Edward, Professor, Organizations and Strategic Management, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 1998, Texas A&M University

Field Experience: England, Ireland, Czech Republic, India, Singapore, Malaysia, Israel, Hungary, Slovakia, Thailand, Vietnam, Hong Kong, China, South Korea

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Strategic Management, Organizational Knowledge Development, Global Strategy, International Strategic Management, Management of Technology and Innovation, International Environment of Business

Current Research/Teaching Specialization: Organizational knowledge development, Transfer of knowledge and technology within and among firm, Management of technology and innovation; Knowledge, resources and firm Idiosyncrasies, Governance of inventive activity, Signaling the possession of difficult to transfer knowledge. International Business (Exec MBA and International Residency), Lubar SE Asia Study Abroad

Sample Publications:

"Managing Liquidity in Research-Intensive Firms: Signaling and Cash Flow Effects of Patents and Alliance Activities." *Strategic Management Journal*, 30. 659-678. 2009. Co-author: M. A. McFadyen.

"The institutional effects on strategic alliance partner selection in transition economies: China versus Russia." *Organization Science*, 15. 173-185. 2004. Co-authors: M. A. Hitt, D. Ahlstrom, M. T. Dacin, and L. Svobodina.

"Options and Strategic Management." In T.J. Wilkinson (Ed.), *Strategic Management. Strategic Management in the 21st Century*, 3. 108-125. Praeger Publishers, 2013. Co-author: M. Bollmus.

"The Three Faces of China: Strategic Alliance Partner Selection in Three Ethnic Chinese Communities." *Journal of World Business*. Co-authors: Ahlstrom, D., M. A. Hitt, M. T. Dacin and H. Zhu. Forthcoming.

"Demand-Side Research's Role in Macro-management: A Commentary on Priem, Li & Carr." (Guest Editorial) *Journal of Management*. 9(5). 1069 - 1084. 2013.

Distinctions: NSF Education & Human Resources Research grant; Visiting Scholar, Royal Holloway-Univ. of London, School of Management, 2012; Co-Recipient, Research Grant from UW-Madison CIBER, 2002-2003; Faculty Development Grant, Lubar School of Business, Professional Development in International Business Singapore/Kuala Lumpur, Malaysia program and Professional Development in International Business Mumbai/Chennai, India program, 2009

Lim, Tae-Soep, Professor, Communication, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 1988, Michigan State University

Foreign Languages: Korean (5)

Field Experience: Korea

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Intercultural Communication, Access, Security and Intercultural Contexts (Global 451), Cross-Cultural Communication, International and Global Communication, Theory and Research in Intercultural Communication

Current Research/Teaching Specialization: Intercultural communication and problems of intercultural encounters, Cultural values and beliefs, Cross-cultural comparisons, International communication, Discourse analysis, Speech communication, Media analysis, Methodology and statistics

Sample Publications:

"Verbal communication across cultures." Ling Chen (Ed.), *Intercultural Communication* (Boston: De Gruyter Mouton) pp.179-198.

"Dialectics of culture and dynamic balancing between individuality and collectivity." *Journal of Asian Pacific Communication*. 25, 63-77. Co-author: Ahn, S.

"The impact of relational holism on conflict management style in collegueship and friendship: A cross-cultural study." *Studies in Communication Sciences*. 13, 58-66. 2013. Co-authors: Kim, S., Kim, J.

"Holism: A missing link in individualism-collectivism research." *Journal of Intercultural Communication Research*, 40, 21-38. 2011. Co-authors: Kim, S., & Kim, J.

"Reframing the cultural differences between the East and the West." *Communication Studies*, 61, 543-566. 2010. Co-authors: Kim, J., Dindia, K., & Burrell, N.

Distinctions: University Research Fellow, Kwangwoon University, 1996-2000; Chair, Human Communication Division, Korean Society for Journalism and Communication Studies; Editor, *Speech and Communication*, Korean Speech Communication Association; President, the Board of Directors, Milwaukee Korean Language and Culture School; Manager, American Dream, an Online Community for Korean Parents Educating Children in the United States; Global Studies Faculty Hire; Member, Global Studies Advisory Committee; President, the Association of Korean Faculty at UWM

Luft, Heidi Assistant Professor, College of Nursing

Education: PhD, 2017, Columbia University

Foreign Languages: Spanish (5)

Field Experience: Nicaragua, Dominican Republic

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Cultural Diversity in Healthcare

Current Research/Teaching Specialization: Culturally humble care, safe relationships among Latinx adolescents, sexual health among immigrants and refugees

Sample Publications:

"Associations between health literacy, HIV-related knowledge, and information behavior among persons living with HIV in the Dominican Republic." *Public Health Nursing*. Co-authors: Stonbraker, S., Smaldone, A., Luft, H., Cushman, L. F., Lerebours Nadal, L., Halpern, M., Larson, E. (In Press)

"Self-Management Strategies for Coping with Adverse Symptoms in Persons Living with HIV with HIV Associated Non-AIDS Conditions." *AIDS and Behavior*, 1-11. 2017. Co-authors: Iribarren, S., Siegel, K., Hirshfield, S., Olender, S., Voss, J., Krongold, J., & Schnall, R.

"Psychosocial correlates of safe sex communication between Latina women and their stable male partners: an integrative review." *AIDS care*, 29(5), 618-626. 2017. Co-authors: Larson, E

Distinctions: Global Health Research Interest Group, 2015-present; Scholarship from Columbia University Medical College IFAP Global Health Program, 2016

Lundback, Veronica, Senior Lecturer, Foreign Languages and Literature, College of Letters and Science (Global Studies Affiliate)

Education: MA, 2004, University of Wisconsin Milwaukee

Foreign Languages: Swedish (5); German (4)

Field Experience: Sweden, Germany

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Swedish language, Scandinavian Society and Culture, German Language, Trolls, Gnomes and Goblins – Scandinavian Myths and Legends, Food Studies, Sustainability the Swedish Way

Current Research/Teaching Specialization: Language and language learning, Mythology, Fairytales, Literature and film

Distinctions: The Barbro Osher Pro Suecia Foundation. Primary Investigator The Swedish Online Project, Sweden, 2012; Grants from The Nordic Council of Ministers, 2010, 2011; The Swedish Institute-Pilotprojekt travel grant for study abroad, Sweden, 2008; Organizer. Nordic Film Festival, 2012 and 2014; Teacher of Swedish as a Second Language, Solna Stad, Sweden, 2005-07; Course developer, Global Studies, Global Success in Work and Life for LLC Beyond Borders; Team Leader, CAST Swedish (oral proficiency tests), 2013; Member. Foreign Language Advisory Group (FLAG) 2010-present; Organizer of the Foreign Languages and Literature International Film series 2010-present; Organizer, Swedish and German conversation tables, 2011-present;

Malaby, Thomas, Associate Professor, Anthropology, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 1998, Harvard University

Foreign Languages: French (2); Italian (1); English (5); Greek (4)

Field Experience: Crete, Greece, Nepal

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Cross-Cultural Study of Religion, Introduction to Cultural Anthropology, Global Communications Capstone: Future Trends (Global 551), People and Politics (Global 101)

Current Research/Teaching Specialization: Technology and globalization, Modernity, history and futurity, Urban criminality, Medical anthropology, Social theory, Ritual and performance, Globalization projects, Relationship between institutions, unpredictability, and technology

Sample Publications:

Making Virtual Worlds: Linden Lab and Second Life. Cornell University Press, 2009.

"These Great Urbanist Games: New Babylon and Second Life (reprint)." In Patrice Petro, Lane Hall, and A. Aneesh (Eds.), World Making: Media, Art, and the Politics of the Global, New Directions in International Studies Series. Piscataway, NJ: Rutgers University Press. 2011.

"Digital Gaming, Game Design, and its Precursors." In Daniel Miller and Heather Horst (Eds.), Digital Anthropology, 288-305. Oxford: Berg, 2012

"Our Present Misfortune: Games and the Post-Bureaucratic Colonization of Contingency." Social Analysis 56(2). 103-116. 2012.

"Culture vs. Architecture: Second Life, Sociality, and the Human." In Kurt Squire, Sasha Barab, and Constance Steinkuehler (Eds.), Games, Learning, and Society: Learning and Meaning in the Digital Age, 229-243. Learning in Doing Series. Cambridge: Cambridge University Press. 2012.

Distinctions: Center for 21st Century Studies Fellowship. 2017-18; Institute for Research in the Humanities Fellowship, University of Wisconsin, 2008-09; UWM Center for 21st Century Studies Fellowship, 2004-05; Reviewer, International Dissertation Field Research Fellowship Program, Social Science Research Council, 2004-07; Member, American Anthropological Association, Society for the Anthropology of Europe; Member, Modern Greek Studies Association; Member, Global Studies Advisory Committee; Chair, Department of Anthropology, UWM, 2011-present; Co-direction of Digital Cultures Collaboratory, 2018

Mansson McGinty, Anna, Associate Professor, Geography and Women's and Gender Studies, College of Letters and Science

Education: PhD, 2002, Lund University

Foreign Languages: German (3); English (5); Swedish (5)

Field Experience: Sweden

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Geography of Islam; Gendered Geographies; Gender and Spirituality. Women and Gender in Islam; Global Feminisms (U & G); Muslim Women in the West: Representations, Gender, and Identity; Women's and Gender Studies Research Methods (U & G)

Current Research/Teaching Specialization: Muslim Geographies; Islam and Muslim women in the West; Muslim Youth in the U.S.; Islamic Feminism; Identity formation, Gender, Religion, Conversion to Islam, Ethnographic method, Social and cultural theory,

Sample Publications:

Becoming Muslim: Western Women's Conversions to Islam. New York: Palgrave Macmillan. (Paperback edition). 2006.

Palestinian, Arab, American, Muslim: "Looping Effects" of Categories and Meaning. *ACME: An International E-Journal for Critical Geographies*. 14(4). 2015.

Emotional geographies of veiling: The meanings of the hijab for five Palestinian American Muslim women. *Gender, Place and Culture*. 21(6): 683-700. 2014.

"Research within and against Islamophobia: A collaboration project with Muslim communities." *Social & Cultural Geography*. 14(1). 1-22. 2013. Co-authors: Sziarto, Kristin and Caroline Seymour-Jorn.

"The "mainstream Muslim" opposing Islamophobia: Self-representations of American Muslims." *Environment and Planning A*, 44(12).2957-2973. 2012.

"Teaching against culture" Geography of Islam. *The Professional Geographer*. 64(3). 358-369. 2012.

Distinctions: Editorial Board member for international journal *Gender Place and Culture*.

Marcus, Richard, Associate Professor, Business Administration, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 1983, University of Chicago

Foreign Languages: German (3)

Field Experience: Austria, France, Germany, Holland, Russia

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: International Financial Management, Managerial Economics, Principles of Finance, International Corporate Economics

Current Research/Teaching Specialization: Corporate finance, International transfer pricing, Municipal bond finance, Initial public offerings in foreign countries

Sample Publications:

Marcus, R. D., Solberg, D., & Zivney, T. L. (1991). A Reexamination of the Benefits to International Diversification. *Recent Developments in International Banking and Finance*, Vol. 4 and 5 (Amsterdam: Elsevier Science Publishers B.V., 1991), 315-340.

Marcus, R. D. (2005). The Regulation of International Transfer Pricing. for presentation at the ICBORG meeting.

Marcus, R.D. (2005). Study Guide for Managerial Economics, 10th Edition. Thomson/Southwestern. (347 pages)

Chang, K., Kim, Y. C., & Marcus, R. D. (Fall 2007). The Ownership Structure of Korean Firms After Initial Public Offerings. *Global Business and Finance Review*, 12(2), 57-74.

Chen, K., Kim, Y. C., & Marcus, R. D. (July 2009). Institutional Behavior of Trading Acquirer Stocks Around Mergers and Acquisitions. *International Review of Accounting, Banking, and Finance*, 1(2), 19-36.

May-Chu, Karolina Assistant Professor, German, College of Letters and Science

Education: PhD, 2017, University of Wisconsin-Madison

Foreign Languages: German (5), Polish (4), Russian (2), French (1)

Field Experience: Germany, Ireland, France

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Topics in German Civilization, German Theater in the 20th and 21st Century, The Presence of the Past in Contemporary German Literature and Culture, German Language

Current Research/Teaching Specialization: German language instruction, German literature and culture, German-Polish literary relations, migration literature, world literature, cosmopolitanism, border studies

Sample Publications:

"Von Grenzlandliteratur zur Poetik der Grenze: Deutsch-polnische Transiträume und die kosmopolitische Imagination." Eds. Withold Bonner and Sabine Egger. *Zeitschrift für interkulturelle Germanistik* 7.2 (2016): 85-99.

"Measuring the Borderland in Sabrina Janesch's *Katzenberge* (2010)." Eds. B. Venkat Mani and Pamela Potter. *Monatshefte (Special Issue)* 108.3 (2016): 350-361.

"Deutschland- und Polenbilder in der Literatur nach 1989," edited by Carsten Gansel und Monika Wolting. *Monatshefte* 109.2 (2017): 337-339.

Distinctions: Member of the Editorial Board, *Grenzenlos Deutsch*; initiator and Organizer, UWM German Program "Book of the Year" Initiative 2018/19 (NRC funded); Research Fellowship, Herder-Institut für historische Ostmitteleuropaforschung, Marburg, 2015; Research Fellowship, Deutsches Polen-Institut Darmstadt, 2016; 2 Arts & Humanities Travel Grants for research ;German Academic Exchange Service (DAAD) conference funding; Willy Brandt Zentrum Wroclaw, Poland international conferences

Mazor, Yair, Professor, Foreign Languages and Literature -- Hebrew, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1983, Tel Aviv University, Israel

Foreign Languages: Hebrew (5); French (1); Swedish (1)

Field Experience: England, Denmark, France, Israel, Italy, Norway, Sweden

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Fourth Semester Hebrew, Third Semester Hebrew, Women in the Bible

Current Research/Teaching Specialization: Hebrew poetry of the 1960s, Contemporary Israeli poetry, Modern Hebrew literature, Biblical literature, Comparative literature, Theory of literature

Sample Publications:

"Who Wrought the Bible? Decrypting the Bible's Aesthetic Secrets (in art album format)." Madison: University of Wisconsin Press, 2005.

"Love in the Back Seat: Hebrew Poetry in the Sixties (in art album format with works of art by Michael Kovner)." Tel Aviv: Zmora-Bitan Publishing House, 2005

"Israeli Poetry of the Holocaust." New York: Fairleigh Dickinson University Press, 2009.

"Who Wrought the Bible? Decrypting the Bible's Aesthetic Secrets (in art book format)." University of Wisconsin Press, Madison. 2009.

Distinctions: Member, Committee of Instruction of Foreign Languages, 2001-present; Chair, Advisory Board of UWM Center for Jewish Studies, 1998-2003; Director, UWM Center for Jewish Studies, 1998-2003

McCarthy, Linda, Associate Professor, Geography, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 1997, University of Minnesota

Foreign Languages: French (3)

Field Experience: United Kingdom, China

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: World Regions, Our Urban Environment, Europe: East and West, Globalization and the City, Urban and Regional Dimensions of Global Economic Change, Fieldwork Research

Current Research/Teaching Specialization: European Union, Cities and regions of the world, Globalization, Urban and regional dimensions of global economic change, Competition among localities for private-sector investment and jobs, Brownfield redevelopment within metropolitan regions

Sample Publications:

"Should State and Local Government Bidding Wars for Big Businesses be more like eBay?" *Growth and Change: A Journal of Urban and Regional Policy* (Early View). 2018.

"Cities of Europe," in Brunn, S., M. Hays-Mitchell, D. Zeigler, and J. Graybill (eds.) *Cities of the World: Regional Patterns and Urban Environments*, 6th edition, Lanham, MD: Rowman & Littlefield (lead author), 187-233. 2016. Co-authors: C. Johnson.

"Logalization:" Local-Global Processes and the Shi Ling Specialized Leather Cluster in Guangzhou, China. *Asian Geographer*, 32:1, 37-57. 2015. Co-authors: Lyu, Lachang

"*The Geography of the World Economy*," 6th edition, Oxford: Routledge. Knox, P., J. Agnew, and L. McCarthy. 2014

"*Urbanization: An Introduction to Urban Geography*," 3rd edition, Upper Saddle River, NJ: Prentice-Hall (including translated edition for China). Knox, P. and L. McCarthy. 2012.

Distinctions: Visiting Professor, University College Dublin, School of Geography, Planning, and Environmental Policy, 2013-15. Invited by Peking University, Beijing, China to give a presentation on megacities at the Beijing Forum, November 4-6, 2016.

McCaw, R. John, Associate Professor, Spanish and Portuguese, College of Letters and Science

Education: PhD, 1994, Princeton University

Foreign Languages: Spanish (4), French (3), Portuguese (2), German (2)

Field Experience: Argentina, Cuba, Ecuador, Mexico, Panama, Puerto Rico, Uruguay

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Introduction to Literary Analysis; Social and Historical Issues in the Hispanic World: Topics in Hispanic Culture: Folklore of the Hispanic World; Survey of Hispanic Literature and Civilization

Current Research/Teaching Specialization: Hispanic Literatures and Cultures; Golden Age Spanish Literature/Poetry; Spanish American Colonial Literature

Sample Publications:

"A Poetics Sacralized: Luis de Góngora's Soledades as Religious Rhetoric in Luis de Tejeda's 'Romance sobre su vida'" *Hispanófila*, 167. 3-22. 2013.

"Mythology in Spanish Golden Age Writing." In Maureen Ihrie and Salvador A (Eds.), *Oropesa. World Literature in Spanish: An Encyclopedia*, II. 661-4. Westport, Conn.: Greenwood Press, 2011.

"Universities in Spain and the New World: Beginnings to 1900." In Maureen Ihrie and Salvador A. Oropesa (Eds.), *World Literature in Spanish: An Encyclopedia*, II. 982-984. Westport, Conn.: Greenwood Press, 2011.

"Essays on the Literary Baroque in Spain and Spanish America" by John Beverley, *Bulletin of Spanish Studies*, 2010.

"Transforming Phaethon: Cervantes, Ovid, and Sancho Panza's Wild Ride." In Alison Keith (Ed.), *The Changing Face of Ovid's Metamorphoses in Medieval and Early Modern Europe*, 236-52. Toronto: Centre for Reformation and Renaissance Studies, 2007.

"Anthology of Spanish Golden Age Poetry." Newark, DE: Cervantes & Co., 2007. Co-editor: Kathleen Thornton Spinnenweber.

Distinctions: UW System Fellowship, Institute for Research in the Humanities, 2007; UWM CLACS Faculty Travel Award, 2006; Frequent Presenter, Annual Mediterranean Studies Association Conference, Croatia, Greece, Italy, 2006-2012; Chair, Department of Spanish and Portuguese; Several conference papers on Colonial Latin American topics; Review Committee, CLACS Research-Travel Award, 2017-2018

McGinty, Matthew, Associate Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2002, University of California- Santa Cruz

Foreign Languages: Swedish (2)

Field Experience: Sweden

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Game Theory, Economics and the Environment (Global 201), Principles of Macroeconomics, Intermediate Economics, Environmental Economics

Current Research/Teaching Specialization: International trade, Environmental economics, Game theory, Applied microeconomics, Experimental economics, Industrial organization, International economics

Sample Publications:

"International Environmental Agreements Among Asymmetric Nations," *Oxford Economic Papers*, (2007) 59 (1), 45-62.

"International Environmental Agreements as Evolutionary Games," *Environmental and Resource Economics*, (2010) 45(2), 251-69.

"International Environmental Agreements with Consistent Conjectures." (with Alejandro Gelves), *Journal of Environmental Economics and Management* (2016), 78, 67-84.

"Improving the Design of International Environmental Agreements." In: *Toward a New Climate Agreement: Conflict, Resolution and Governance*, edited by Todd L. Cherry, Jon Hovi and David McEvoy, Routledge Press, (2014).

"International Trade and the Environment." *Evolutionary Games in Natural, Social and Virtual Worlds*, edited by Daniel Friedman and Barry Sinervo, Oxford University Press, (2015).

Distinctions: Keynote Address at the Second Environmental Protection and Sustainability Forum held at the University of Bath, United Kingdom, April 13th-15th, 2015; Visiting Scholar, Lund University, Lund, Sweden, 1998-99

McGuinness, Aims, Associate Professor, History, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 2001, University of Michigan

Foreign Languages: French (3); German (2); Spanish (4); Portuguese (2)

Field Experience: Colombia, Panama, Costa Rica, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: People and Politics (Global 101; section dedicated to students in Beyond Borders Living Learning Community), History of Mexico (History 393), History of Cartography/Maps as Historical Sources (History 596), World History: 1500-Present (History 132), Politics and Culture in the Cold War (History 372)

Current Research/Teaching Specialization: Latin America, Global history, U.S. empire, Cold War

Sample Publications:

"Mourning María Pantalones: Military Rule and the Politics of Race, Citizenship, and Nostalgia in Panama." In *Caribbean Military Encounters*, edited by Shalini Puri and Lara Putnam. New York/London: Palgrave Macmillan, 2017.

"Afterword: Diaspora and the Language of Neoliberalism." In *New Routes for Diaspora Studies*, edited by Sukanya Banerjee, Aims McGuinness, and Steven McKay. Bloomington: Indiana University Press, 2012.

"La llegada del fantasma: la retirada de William Walker por Panamá y las raíces del imperialismo estadounidense en América Latina." *Boletín de la Asociación para el Fomento de los Estudios Históricos en Centroamérica*, 36. June 2008.

Path of Empire: Latin American Transformations and the California Gold Rush, 1848-1856. Ithaca: Cornell University Press, 2008.

New Routes for Diaspora Studies. (Edited book.) Bloomington: Indiana University Press, 2012. Co-editors: Banerjee, Sukanya, and Steven McKay.

"Sovereignty on the Isthmus: Federalism, U.S. Empire, and the Struggle for Panama during the California Gold Rush." In *The State of Sovereignty: Territories, Laws, Populations*, edited by Douglas Howland and Luise White. Bloomington: Indiana University Press, 2009.

Distinctions: UWM Research in the Humanities Award, 2009; Fellow, UWM Center for 21st Century Studies. 2003-04; Fellow, Advanced Studies Center Seminar, International Institute, University of Michigan. 1999-2000; Panama and Colombia Fulbright Scholarship, 1998-99; Travel Awards from Center for International Education and Center for Latin American and Caribbean Studies, 2002; Curator, "Panamanians Passages/Pasajes Panameños" Smithsonian Institution, Ripley Center, October 2009-May 2010.

McHenry, Lindsay, Associate Professor, Geosciences, College of Letters and Science

Education: PhD, 2004, Rutgers University

Foreign Languages: Spanish (3); Swahili (1)

Field Experience: Tanzania, Iceland, New Zealand

Percentage of Time Dedicated to Global/International Studies:25%

Courses Taught: Mineralogy, Principles of Mineralogy, Introduction to the Earth, Geology of the Planets, Geochronology, X-ray Analytical Methods, Planetary Geology

Current Research/Teaching Specialization: Tephrostratigraphy, Geoarchaeology, Potential Mars analogues

Sample Publications: “Tephrochronology of Bed II, Olduvai Gorge, Tanzania, and placement of the Oldowan–Acheulean transition.” *Journal of Human Evolution*, In press. Co-authors: McHenry, L.J., Stanistreet, I.G.

“Hominin raw material procurement in the Oldowan-Acheulean transition at Olduvai Gorge.” *Journal of Human Evolution*, In Press. Co-authors: McHenry, L.J., de la Torre, I.

“Jarosite in a Pleistocene East African saline- alkaline paleolacustrine deposit: Implications for Mars aqueous geochemistry.” *Journal of Geophysical Research* 116: E04002, 2011. Co-authors: McHenry, L.J., Chevrier, V., Schröder, C.,

Distinctions: Grants, Understanding relict Martian hydrothermal systems using Icelandic analogs, funded by NASA Habitable Worlds, 2016-2019. Reconstructing high-resolution paleoenvironmental contexts of hominin evolution through core records at Olduvai Gorge, Tanzania, funded by NSF, 2016-2018. The Origins of the Acheulean in East Africa. European Research Council, 2011-2016; Member of the East African Association for Palaeoanthropology and Palaeontology (EAAPP); Co-Director of the Olduvai Geochronology and Archaeology Project, Olduvai Gorge, Tanzania, 2009-present; Presenter, 3 conferences/workshops in East Africa, 2 in Canada, 1 in Spain; Field trip leader, Tanzania, 2008; Invited speaker at University of Liverpool, UK, 2014, University of Western Ontario, Canada, 2010, and Annual meeting of the Deutsche Gesellschaft für Geowissenschaften, Aachen, Germany, 2008; Interviews by Tanzanian newspaper "The Citizen" 2007, 2008.

Meyer, Barbara, Associate Professor, Kinesiology, College of Health Sciences

Education: PhD, 1991, Michigan State University

Field Experience: Australia

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Applied Sport Psychology

Current Research/Teaching Specialization: Applied Sport Psychology, Talent Identification/Development, Integrated Performance Enhancement

Sample Publications:

“Towards a grounded theory of self-regulation in mixed martial arts.” *Psychology of Sport & Exercise* 14. 12-20. 2013. Co-authors: Massey, W.V., & Naylor, A.H.

“The Transtheoretical Model: Examining readiness for psychological skills training.” *Journal of Performance Psychology* 2. 3-22. 2011. Co-authors: Massey, W.V., & Hatch, S.J.

“Cohesion and women’s collegiate volleyball: A study of adventure based counseling.” *Journal of Humanistic Education & Development* 48. 173-194. 2009. Co-author: Fletcher, T.B.

:Validity of the Emotional Intelligence Scale for use in Sport. *Journal of Sports Science & Medicine* 8. 289-95. 2009. Co-authors: Lane, A.M., Devonport, T.J., Davies, K., Thelwell, R., Gill, G.S., Diehl, C., Wilson, M., & Weston, N.

Distinctions: Consultant to 5 Australian Olympic Medalists; Member, UWM International Council

Mikoś, Michael J., Professor, Foreign Languages and Literature—Polish, College of Letters and Science

Education: PhD, 1977, Brown University

Foreign Languages: Polish (5), French (3), German (3), Russian (2)

Field Experience: Poland, Scotland, England

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Polish 101, 102, 201, 202, Polish Culture and Civilization, Polish Literature

Current Research/Teaching Specialization: Polish literature, language, and culture

Sample book publications:

"Polish Romantic Literature. An Anthology." Bloomington: Slavica, 2002.

"Polish Literature from 1864 to 1918. An Anthology." Bloomington: Slavica, 2006.

"Polish Literature from 1918 to 2000. An Anthology." Bloomington: Slavica, 2008.

"Zarys historii polonistyki w Ameryce Północnej." Katowice: Wydawnictwo Gnome, 2012.

"City of Memory. A Bilingual Anthology of Contemporary Polish Poetry." Bloomington: Slavica, 2015.

"Jan Kochanowski: Epigrams, Songs, and St. John's Eve Song." Accepted for publication at the John Paul II Catholic University of Lublin Press, 2018.

Distinctions: Chair, Department of Foreign Languages and Literature, 2013-2017; Polish PEN Club Translation Prize, 1995; Visiting Professor, Catholic University of Lublin (Poland), 2011; Order of Merit from John Paul II Catholic University of Lublin, 2008; Leader of the Summer School of Polish Language and Culture in Poland, from 1979 to 2017 (375 UWM students traveled with me to Poland); Lecturer in the Summer Schools at the Catholic University of Lublin, 1997-2017, and Maria Curie-Skłodowska University in Lublin, 2010-2017. Member of Editorial Boards, *Slavic and East European Journal*, 1989-1992; *The Sarmatian Review*, 1996-present; *The Polish Review*, 2000-2008; *Etnolingwistyka*, 2006-present; *Roczniki Humanistyczne* of the Catholic University of Lublin, 2012-present; *Annales* of Maria Curie-Skłodowska University, 2015-present; *Annales* of the Association of Polish Scholars in Lithuania, 2017-present.

Milli-Konewko, Simonetta, Associate Professor, French/Italian/Comparative Literature -- Italian, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2007, University of Wisconsin Milwaukee

Foreign Languages: French (1); Spanish (1); Italian (5)

Field Experience: Italy. I presented my work in the following countries: Greece, Turkey, Poland

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: First Semester Italian, Second Semester Italian, Third Semester, Fourth Semester, Views of Italy, Contemporary Italian Literature, Advanced Conversation and Composition: Contemporary Italian Usage, Introduction to Italian Literature, Introduction to Italian Literature and Film, Italian Culture, Italian for Travelers, Italian Intensive Weekend, Contemporary Italian Language and Culture, Freshman Seminar. Finding the Italian in You: Italian Folklore in Fiction and Film, Italian Fiction, Introduction to Italian Food Studies, Italian American Studies, Italian American Food Studies.

Current Research/Teaching Specialization: Italian language and culture, Adult learning models, Neorealist literature and film, Contemporary Italian literature and culture; Italian folklore and popular culture, 19th and 20th century Italian literature and culture, Holocaust studies, Theories of emotions, Food studies.

Sample Publications:

"Smoke Over Birkenau and models of female compassion." *Rivista di Studi Italiani*, 31(1), 471-490. 2013.

"La ciociara: la funzione della compassione come critica sociale." In A. Fàvaro (Ed.), *Alberto Moravia e la ciociara*. Letteratura. Storia. Cinema, 96-106. Salerno, Italy: Sinestesie, 2012.

"L'Agnese va a morire and meanings of compassion in the female partisans' struggle against German Nazis and Italian Fascists." *Forum Italicum*, 44(2). 385-404. 2010.

"Rossellini's compassions as social evaluation." *Journal of Literature and Art Studies*, 2(7). 683-690. 2012.

"Survival in Auschwitz and compassionate bonds in the camps." *Holocaust and Modernity*, 2(9). 30-53. 2011.

Distinctions: Italian Consular Correspondent, Italian Film Festival USA-Milwaukee-Madison chair, Teacher of the Year Award Wisconsin Italian Community Organization, 2011; Language Advancement Travel Award, Westminster School, Florence, Italy, 1992; Overseas Program and Partnerships Faculty Development Awards University of Wisconsin-Milwaukee, 2003; Coordinate Italian immersion weekends; Organized and chaired 3 conferences on Italian studies, 2011-13; Participating member of Foreign Languages Advisory Group, 2011-present; Member, The Society for Italian Studies, Italian Federation of Popular Traditional Culture, The Association for the Study of Modern Italy

Mkandawire-Valhmu, Lucy, Associate Professor, Nursing, College of Nursing (Global Studies Affiliate)

Education: PhD, 2006, University of Wisconsin - Madison

Foreign Languages: Tumbuka (3); Chichewa (5)

Field Experience: Malawi, Kenya

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: People and Politics (Global 101), Study Abroad: Malawi, Community Health, Cultural Diversity in Health Care, Vulnerable Populations in Health Care, Qualitative Health Research, Advanced Qualitative Research, Clinical Practice

Current Research/Teaching Specialization: Violence in the lives of women in Southern Africa, Immigrant and refugee health, Feminist methodologies, Vulnerable Populations in healthcare, Community health nursing, Women's health

Sample Publications:

“Cultural safety, healthcare and vulnerable populations. A critical theoretical perspective.” Abingdon-on-Thames: Routledge. 2018

“A gender analysis of Malawi’s National Nutrition Policy and Strategic Plan 2007 – 2012.” Development Policy Review. 2-17. 2017. Co-authors: Mkandawire, E., Hendriks, S. L.

“Rural Malawian women’s resistance to systematic oppression, violence and abuse by their husbands.” Journal of Interpersonal Violence, 1-26. 2016. Co-authors: Bauer, W.S., Stevens, P.E., Galvao, L.W., Grande, K., Yerges, A., Emer, L., Mwenyekonde, T. & Weinhardt, L.

“Raising questions about capitalist globalization and universalizing views on women: A transnational feminist critique of the World Development Report: Gender Equality and Development.” Advances in Nursing Science, 39(2), 96-107. 2016. Co-authors: Scheer, V.L., Stevens, P.E.

Distinctions: The Daisy Faculty Award, 2014; Excellence in Teaching Award, Sigma Theta Tau, Eta Nu Chapter, 2010; Peer reviewer for Health Care for Women International Journal; Assisted with the development of the curriculum for Masters degree in community health nursing for University of Malawi; Supervision of 6 Masters Clinical Projects at University of Wisconsin-Milwaukee, College of Nursing including three clinical projects involving HIV testing of orphans in Malawi; Principal Investigator, 2004-10; University of Wisconsin-Milwaukee Research Growth Initiative (RGI) Award Program, Violence in the Lives of HIV-Infected Women in Malawi: A Critical Ethnography; Member, UWM Overseas Programs and Partnerships Committee, 2008-present

Mohtadi, Hamid, Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1983, University of Michigan

Foreign Languages: Farsi, Western (5); French (2)

Field Experience: Western Europe, Egypt, Germany, Iran, Morocco, Poland, Tunisia, Jordan, Kuwait, Turkey, France

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Economic Development, Economics and the Environment (Global 201), International Economics, Macroeconomics, Environmental Economics and Policy

Current Research/Teaching Specialization: Economics of growth, International economics, Economic theory, Middle East economies, Emerging economies, Risk analysis, Governance, Finance, Public economics

Sample Publications:

“Risk Mitigating Policies and Adversarial Behavior: Case of Backlash” Risk Analysis 2017, 37(3): 459–470 (Online version published: June 9, 2016. DOI: 10.1111/risa.12636) 3.

“Inflation, Financial Intermediation and Growth: Case of Egypt” Middle East Development Journal 2014, 6:1-19 (with Amr Hosny)

“What does Egypt's Revolution Reveal about its Economy?” International Economic Journal 2014, 28:589-611 (with Magda Kandil and Amr Hosney) 5.

“Intellectual Property Rights and Economic Growth: Is there a Threshold Effect?” International Economic Journal 2014, 28:121-135 (with Stefan Ruediger)

Distinctions: Grant, Economic Research Forum (ERF) for Middle East and North Africa, 2013-14; Research Fellow, ERF for Middle East and North Africa, 1994-present; Guest Professor, Univ. of Giessen, Germany, Dept. of Economics, 2007; Assoc. Editor, International Economic Journal, 2003-present; Best Paper on finance and development, Economic Research Forum, Egypt, March 2012; Co-Organizer of conference on Global Climate Change, University of Wisconsin, 2008; Presenter, Economic Research Forum, 2012-2013, Egypt and Kuwait

Momcilovic, Drago Senior Lecturer, Department of French, Italian, and Comparative Literature

Education Ph.D., University of Wisconsin-Madison, 2013

Percentage of Time Dedicated to Global/International Studies: 100%

Current Research Interests: Trauma narratives and the ethics of memory, Contemporary visual culture and digital humanities, Political, cultural, and theological perspectives on monstrosity and the “undead”

Current Teaching Interests: Global Studies, Literatures of atrocity and human rights, Global food narratives, Modern European novel, Medieval mysticism and modern writing, International graphic novel

Moon, Whitney Assistant Professor, Department of Architecture, School of Architecture and Urban Planning

Education: PhD, 2016, UCLA

Foreign Languages: French (1) Spanish (1)

Field Experience: Canada

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Architectural History; Architectural Theory; Architectural Design; Modern Architecture; Contemporary

Current Research/Teaching Specialization: 20th-21st Century Architectural History, with an emphasis on temporary and pneumatic architecture

Sample Publications:

“The Warming Hive: Building Community, One Inflation at a Time,” paper to be presented at AIA/ACSA Intersections: Social Resilience & Design, for the American Institute of Architects (AIA) National Convention, New York, NY, 21-23 June 2018. Blind peer-reviewed, national, 13% acceptance rate. (Forthcoming). [3.9.15]

“Lightweight Enclosures Unit: Redefining Architecture by Leveraging Lightness,” in *The Other Architect*. Edited by Giovanna Borasi. (Leipzig, Germany: Canadian Centre for Architecture and Spector Books, 2015) pp. 396-397. Invited, international distribution, 2015

Distinctions: Visiting Scholar in Residence at the Canadian Center for Architecture (CCA) in Montreal, Quebec, June & July 2018

Munson, Ethan, Associate Professor, Computer Science, College of Engineering and Applied Science (Global Studies Affiliate)

Education: PhD, 1994, University of California Berkeley

Foreign Languages: Spanish (1); French (3); Portuguese (3)

Field Experience: France, Brazil

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Software engineering, Document engineering, Computer Programming, Object-Oriented Programming, Web Languages and Standards

Current Research/Teaching Specialization: Computer programming, Software engineering, Document engineering human, Computer interaction

Sample Publications:

“An Infrastructure to Support the Visual Analysis of Data from the Brazilian Public Health System,” to appear in *Journal of Software*. Co-authors: C. H. A. do Nascimento, G. F. Carneiro, E. S. M. Costa

“Peer-led team learning in mathematics courses for freshmen engineering students,” *Journal of STEM Education*, 15(2), 2014. Co-authors: J.R. Reisel, M. Jablonski, and H. Hosseini.

Distinctions: ACM DocEng 2010 Best Paper Award (with Cheng Thao); Visiting researcher, University of São Paulo in São Carlos, 2004, 2005; Visiting professor, UIT 2, Université Pierre Mendes-France, 2003; Member, Brazilian Computer Society; Co-Chair, Program Committee, Webmedia 2004 and Webmedia 2012, Brazil, 2000; INRIA Rhône-Alpes, Visiting Researcher, projet WAM, Montbonnot, Grenoble, France, 2003; Presenter, Conferences on Software Management, Evolution and Engineering, Portugal, Canada, Helsinki, Scotland, Brazil, etc., 2003-13; International Workshop on Web Document Analysis (WDA), South Korea, 2001-05; Latin American Web Conference (LA/Web), Program Committee, 2004-07; Brazilian Symposium on Multimedia Systems and the Web, 2000-12; Global Studies Course Development; Member Brazil 3000 Committee 2013-14

Murphy-Lee Meghan, Senior Lecturer, Russian Language Program, College of Arts and Sciences

Education: PhD, 2003, University of Kansas

Foreign Languages: Russian (5); Polish (2) Croatian / Serbian (2) Czech (2); Macedonian (1); German (1)

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Russian language, Russian and Slavic folklore, Vampires: From Slavic Village to Hollywood, Topic in Slavic Culture

Current Research/Teaching Specialization:

Teaching - Russian language, Slavic folklore and Russian culture.

Research – Slavic folklore and Russian language acquisition and pedagogy

Distinctions; Invited to become a participant in/participated in the University of Iowa Russian STARTALK program “Bridging the Gap: STARTALK, Teachers, and High Tech.” 2017; Participant in the University of Iowa Russian STARTALK program to create a Slavic folklore course for intermediate high-advanced low students; part of the National Security Language Initiative. 2015; Fulbright-Hayes Fellowship to participate in the University of Iowa Russian Teachers of the 21st Century Program (4 weeks) in Moscow, Russian Federation. 2014.

Murshid, Antu, Associate Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, Rutgers University

Field Experience: England

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Monetary Economics, International Finance

Current Research/Teaching Specialization: International finance, Economics growth and development, Monetary economics, Economics of terrorism

Sample Publications:

“Finance and Property Rights: Exploring other Directions,” Journal of Money Credit and Banking, 46(2-3), March/April 2014. (With Niloy Bose and Chitraleka Rath).

"The Risk of Catastrophic Terrorism: An Extreme Value Approach," Journal of Applied Econometrics, 24(4), June/July 2009. (With Hamid Mohtadi).

“Testing the Linkages between Trade and Productivity Growth in a Panel of OECD Countries,” Review of Development Economics, 12(4), Nov 2008. (With Charikleia Economidou).

"Threshold Effects of Corruption: Theory and Evidence," World Development, 36(7), July 2008. (With Niloy Bose and Salvatore Capasso).

Distinctions: Formerly employed at International Monetary Fund and the World Bank; Co-authored the World Bank 2001 Global Development Finance Report; World Bank, Performance Award, 2000

Netzloff, Mark, Associate Professor, English, College of Letters and Science

Education: PhD, 1997, University of Delaware

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Studies in Shakespeare: Mediterranean Histories; The Global Early Modern; The Literature of Colonialism; Political Theory Nations, Classes, and Colonies

Current Research/Teaching Specialization: Literature and culture of early modern England (1500-1660), Sovereignty and state formation, Histories and theories of nationhood, Travel writing, Anglo-European cultural relations

Sample Publications:

“The State and Early Modernity.” Journal for Early Modern Cultural Studies. “What is Early Modern” Forum. 14, 1 (2014): 149-54.

“Jonson’s Volpone and the Information Economy of Anglo-Venetian Travel and Intelligence.” In Mediterranean Identities in the Premodern Era: Islands, Entrepôts, Empires. Ed. John Watkins and Kathryn Reyerson. London and Burlington, VT: Ashgate, 2014. 73-89.

"The English Colleges and the English Nation: Allen, Persons, Verstegan, and Diasporic Nationalism." In Catholic Culture in Early Modern England. Ed. Ronald Corthell, Frances Dolan, Christopher Highley, and Arthur Marotti. Notre Dame: University of Notre Dame Press, 2007.

"Sir Francis Drake's Ghost: Piracy, Cultural Memory, and Spectral Nationhood." In Pirates: The Politics of Plunder, 1550-1650. Literature in History Series. New York and London: Palgrave Macmillan, 2007. 137-50. .

Distinctions: Faculty Leader, London study abroad program

Neumann, Rebecca, Associate Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, University of Colorado

Foreign Languages: German (2)

Field Experience: Australia, Germany, Slovakia, Albania, Scotland

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Macroeconomics, Principles of Macroeconomics, Money & Banking, International Finance, Economics of Personal Finance

Current Research/Teaching Specialization: International Economics (primarily open economy macroeconomics and international finance), Macroeconomics, Monetary Economics, Public Finance, International Finance

Sample Publications:

“Real and Perceived Losses from Unemployment: A Cross-Country Study,” (with Keith A. Bender and John Douglas Skåtun), *Applied Economics*, 2013, 45(25): 3625-3636.

“Political Influence on Fiscal and Monetary Policy in Sub-Saharan Africa,” (with John Ssozi), *Journal of African Economies*, 2015. doi: 10.1093/jae/ejv017

“Is ‘No News’ Really ‘Good News’? Country Visibility and FDI Location Choice” (with Laurel Adams and Saleh S. Tabrizy), *International Review of Applied Economics*, forthcoming, (published online: 30 Jul 2017).

“International Financial Openness and Industrial R&D” (with Sahar Milani), *Economics Bulletin*, 2018, 38(1): 490-500.

Distinctions: Visiting Associate Professor, Justus Liebig University in Giessen, Germany, Summer 2017; Visiting Scholar, Fulbright Specialist Grant in Economics at the Department of International Economic Relations and Economic Diplomacy, University of Economics, Slovak Republic, Summer 2013; Visiting Assistant Professor, Georg-August University in Göttingen, Germany, Summer 2005; Visiting Assistant Professor, Justus Liebig University in Giessen, Germany, Summer 2003.

Ouali, Hamid, Associate Professor, Linguistics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2006, University of Michigan Ann Arbor

Foreign Languages: Norwegian (2); Moroccan Arabic (5); Tamazight Berber (5); Standard Arabic (5); French (4)

Field Experience: Morocco, Jordan, Egypt, Norway, France

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Syntax, General Linguistics, Arabic language and linguistics

Current Research/Teaching Specialization: Syntax and Syntactic Theory, Standard Arabic and Arabic dialects, Berber languages including Tamazight; Tarifit, Tashelhit.

Sample Publications:

Perspectives on Arabic Linguistics XXIX, edited volume. John Benjamins Publishers, 2017.

Perspectives on Arabic Linguistics XXIV-XXV, edited with Samira Farwaneh. John Benjamins Publishers. 2014 Agreement, Pronominal Clitics, and Negation Tamazight Berber. Continuum. 2011.

Perspectives on Arabic Linguistics XXII-XXIII, edited with Ellen Broselow. John Benjamins Publishers. 2011.

Distinctions: Executive Director of the Arabic Linguistics Society. 2015-present; Undergraduate International Studies and Foreign Language Program (UISFL) Title VI Grant, US Department of Education, 2009-10.; Hosted and organized the Arabic Linguistics Symposium (ALS29) in 2015; Director of Fulbright-Hays Group Project and Grant, a study abroad program for teachers in Morocco, 2007; Developer, Arabic for French and Spanish Speakers course; 2017-Present; Director of Graduate Studies: Department of Linguistics. 2014-2016; Center for International Education Advisory Committee 2009-2014

Olsen Andrew, Senior Lecturer and Chinese Program Coordinator, Foreign Languages and Literature, College of Letters and Science

Education: MA, 2004 UWM

Foreign Languages: Chinese (5)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Chinese language; Chinese martial arts fiction

Current Research/Teaching Specialization: Development of curriculum, including interactive and media-based activities, online language learning; Chinese martial arts

Sample Publications:

“Developing and Implementing an Online Chinese Program: A Case Study.” Computer-Assisted Foreign Language Teaching and Learning: Technological Advances. Sun, sun, Yea-fen Chen and Andrew Olson (2012).

“Effective Task-Based Learning Activities and Assessment.” 2012 Central States Conference. Chen, Yea-fen, Andrew Olson and Xiaorong Wang.

“Combining the Strengths of Native and Non-native Chinese Language Teachers through the Practice of Effective Team Teaching.” WAFLT 2007 Fall Conference. 2006.

Distinctions: UWM Online Seed Funding, Spring 2017, For development of Hybrid First-Year Chinese courses.

NRC–LCTL/FLAC Course Development Grant, Spring 2017, For development of Hybrid First-Year Chinese

Courses; NRC–LCTL/FLAC Course Development Grant, Spring 2016, For development of Chinese Martial Arts Fiction course.

Park, Hong Min, Associate Professor, Political Science, College of Letters and Science

Education: PhD, 2010, Washington University in St. Louis

Foreign Languages: Korean (5); Chinese (2)

Field Experience: South Korea

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Government and politics, comparative Legislature, Korean Politics

Current Research/Teaching Specialization: Legislative politics and partisan politics

Sample Publications:

“How to Analyze New Data in Social Science” In Kwang Ho Kim ed. The Fourth Industrial Revolution and the Future of Mass Media. Seoul: Korean Studies Information. pp. 55-78. 2017

“Revisiting a Signaling Game of Legislative-Judiciary Interactions.” Political Analysis 24(4): 501-504. 2016.

“2016 Presidential Election: Outcome and Future.” Korea Times. November 18, 2016

“The 17th National Assembly Election and Legislative Turnover.” Journal of Korean Politics 13(2): 167-187. 2004.

Distinctions: Editorial board members for 2 Korean journals (Korean Party Studies Review, American Studies); The Artinian Travel Award. Southern Political Science Association. 2013

Pasternak, Donna, Professor, Curriculum and Instruction, School of Education (Global Studies Affiliate)

Education: PhD, 1995, New York University

Foreign Languages: Spanish (1); French (1)

Field Experience: Ecuador, Ireland, Norway, China

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Secondary English education

Current Research/Teaching Specialization: ""American Literature, 1918 to the present"", English Education Methods and Pedagogy, Adolescent Literature, Late Nineteenth Century-early Twentieth Century American Literature, The Literature of War, The use of technology in the English Language Arts classroom

Sample Publications:

“Secondary English teacher education in the United States.” Reinventing Teacher Education Series. London: Bloomsbury Press. 2018. Co-authors: Caughlan, S., Hallman, H., Renzi, L., & Rush, L.

“How English language arts teachers are prepared for 21st –century classrooms: Results from a national survey.” English Education, 49(3), 265-297. 2017. Co-authors: Caughlan, S., Hallman, H., Rush, L. & Renzi, L.

“Across the divide: A pre-college program helping high school students learn about ‘the other.’” Journal of College Orientation and Transition, 22 (2), 83-90. 2015. Co-author: Longwell-Grice, R.

“Going the distance: Email from Norway.” Learning and Leading with Technology. 35 (8), 32-33. 2008.

Distinctions: Worked as an independent scholar with visiting professor status at both Trinity College and University College, Dublin, Ireland; Fulbright Roving Scholar in American Studies in Norway for the 2005-2006 academic year; designed and arranged teacher candidate field experience in Beijing, China. Provided professional development to English teachers at the North China Electric Power University’s affiliate middle and elementary schools

Pease, Neal, Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1982, Yale University

Foreign Languages: German (3); Italian (3); Polish (4); French (3)

Field Experience: Poland, Central Europe, Italy, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 100 %

Courses Taught: Western Civilization, 1500-Present, Poland and its Neighbors, 1795-1914, Catholic Church, 1500-Present, Poland and its Neighbors, 1945-Present, Poland and its Neighbors, 1914-1945, History of Catholic Church, Modern Europe

Current Research/Teaching Specialization: Modern Polish/Central European history, Roman Catholic Church in 20th-century Poland, Modern Europe, Poland and central Europe, Baseball in American history, Jews in Polish Historical Memory, Issues in Modern Polish Historical Memory

Sample Publications:

"Diamonds out of the Coal Mines: Slavic-Americans in Baseball," in America's Game: Baseball and Ethnicity, Southern Illinois Press, Carbondale, 2002.

"Rome's Most Faithful Daughter: The Catholic Church and Independent Poland, 1914-1939." Athens: Ohio University Press, 2009.

“Lessons Learned, Lessons Relearned: Piotr S. Wandycz on Recent East Central European History.” The Polish Review 58, 83-86. 2013.

“The Marshal and the Almighty: PiBsudski and Religion.” The Polish Review, 56. 47-56. 2011.

“Polish Americans in Sports.” In James S. Pula (Ed.), The Polish American Encyclopedia, 494-499, and numerous shorter entries. Jefferson NC and London, McFarland and Co., 2011.

Distinctions: Haiman Medal for sustained contributions to field of Polish American studies, Polish American Historical Association, 2015; Officer's Cross, Order of Merit (for contributions to field of Polish history), Republic of Poland, 2014; American Catholic Historical Association John Gilmary Shea Prize (best book, history of Catholicism), 2010; Co-winner, ASEEES/Orbis Book Prize for Polish studies (best book in any discipline, on any aspect of Polish affairs), 2010; Swastek Award for outstanding article in Polish American Studies, 2004; Past President, and current Member of Board of Directors, Polish American Historical Association; Member and Board of Directors, Polish Institute of Arts and Sciences of America; Editor in Chief, The Polish Review (since 2014); Associate Editor, Polish American Studies; Member, UWM Polish Studies, Jewish Studies, and Russian and East European Studies Advisory Committees

Perley, Bernard, Associate Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2002, Harvard University

Foreign Languages: German (1); French (2)

Field Experience: Canada, Italy, Norway, Germany

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Anthro 105: Introduction to Linguistic Anthropology, Anthro 361: Applications in Linguistic Anthropology, AIS/Anthro 361: American Indian Societies and Cultures, Anthro/AIS/Global 362: System Failure: Globalization and Language Extinction, Global 571: Global Security Capstone: Future Trends

Current Research/Teaching Specialization: Linguistic anthropology, Global Indigeneity, Indigenous Self-determination, Global Security, Sixth Extinction

Sample Publications:

"Surviving the Sixth Extinction: American Indian Strategies for Life in the New World." Daryl Baldwin and Margaret Noodin co-authors. In *After Extinction*. Richard Grusin ed. Pp. 201-233. University of Minnesota Press. Minneapolis. 2018.

"Future Imperfect: Advocacy, Rhetoric and Public Anxiety over Maliseet Language Life and Death. In *Engaging Native American Publics: Current Anthropological Engagements*. Paul V. Kroskrity and Barbra A. Meek eds. Pp. 107-129. Routledge: New York. 2017

"Gaming the System: Imperial Discomfort and the Emergence of Coyote Capitalism." In *After Capitalism: Horizons of Finance, Culture, and Citizenship*. Patrice Petro and Kennan Ferguson eds. Pp. 215-238. Rutgers University Press. Rutgers. 2016

Distinctions: Research Growth Initiative (RGI) 2015-2017; Fellow, Global Studies Center for International Education Research, 2013-14; Fellow, UWM Center for 21st Century Studies, 2015-2016; CIE Course Development Grant, 2006; Member of the Aboriginal Research Committee adjudicating the Insight Grants competition for the Social Sciences and Humanities Research Council of Canada (SSHRC), 2012-2014.

Peschio, Joseph, Associate Professor, Foreign Languages and Literature--Russian, College of Letters and Science

Education: PhD, 2004, University of Michigan

Foreign Languages: Croatian (3); French (2); Serbian/Bosnian (3); Old Church Slavonic (4); Ukrainian (2); Russian (5)

Field Experience: Russian Federation, Croatia, Bosnia and Herzegovina, Ukraine, Estonia

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Russian Language, Russian Composition for Native Speakers, Women in Russian Literature and Film, 19th-century Russian Literature in Translation, Slavery, Empire, and Revolution in Russian Literature, Russian Life and Culture, Tolstoy and Dostoevsky in Trans., Dreams and Hallucinations in Russian Literature, Contemporary Russian Cinema, Contemporary Russian Culture, Everyday Life and the Russian Imagination

Current Research/Teaching Specialization: Early-19th-century Russian literary and cultural history, Russian literary censorship 1804-28, Russian underground literary societies, Russian libertine tradition, Sociology and pragmatics of 19th-century Russian literature

Sample Publications:

"Valerian Olin's Complaint: Materials from the Archive of the St. Petersburg Censorship Committee"]. In: N. Poseliagin and M. Trunin (eds.), *Verba Volant, Scripta Manent: Festschrift k 50-letiiu Igoria Pil'shchikova*. Special issue of *Zbornik Matice Srpske za Slavistiku* 92 (2017): 355-74.

"The Poetics of Impudence and Intimacy in the Age of Pushkin." Madison: University of Wisconsin Press, Publications of The Wisconsin Center for Pushkin Studies, 2012.

"Lighting The Green Lamp: Unpublished and Unknown Poems." In Alyssa Gillespie (Ed.), *Taboo Pushkin: Texts, Topics, Interpretations*, 84-111. Madison: University of Wisconsin Press, Publications of The Wisconsin Center for Pushkin Studies, 2012.

Distinctions: Member, Editorial Advisory Board, Pushkin Review, 2012-present; English-language Editor/US rep., The Fundamental Digital Library of Russian Literature and Folklore, Russian Academy of Sciences, 2003-present; Coord., UWM Slavic Languages Program, 2012-present; Member, Executive Committee, Dept. of Foreign Languages and Literature, 2012-present; Member, Executive Committee, Dept. of Translation and Interpreting Studies, 2013-present; Chair, Russian and East European Studies Certificate Program Advisory Committee, 2006-13, Member, 2013-present; Member, International Studies Program Advisory Committee, 2010-present National Endowment for the Humanities Summer Stipend, 2016

Petering, Matthew, Assistant Professor, Industrial and Manufacturing Engineering, College of Engineering and Applied Science (Global Studies Affiliate)

Education: PhD, 2007, University of Michigan

Foreign Languages: German (3); Mandarin Chinese (4)

Field Experience: Singapore, China, Taiwan, Hong Kong, Germany

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Industrial and Manufacturing Engineering, Simulation Methodology, Operations Research I, Manufacturing Processes, Independent Study on Process Improvement at a Local Manufacturing Company

Current Research/Teaching Specialization: Operations research, Logistics, Transportation, Ocean and rail container shipping, Material handling systems, Supply chain management

Sample Publications:

"Effect of block width and storage yard layout on marine container terminal performance." *Transportation Research E*, 45. 591-610. 2009.

"A new mixed integer program and extended look-ahead heuristic algorithm for the block relocation problem." *European Journal of Operational Research*, 231. 120-130. 2013. Co-author: M. Hussein

"A continuous time model for multiple yard crane scheduling with last minute job arrivals." *International Journal of Production Economics*, 136. 332-343. 2012. Co-authors: W. Li, M. Goh, Y. Wu, M.E.H. Petering, R. de Souza, and Y.C. Wu.

"Decision support for yard capacity, fleet composition, truck substitutability, and scalability issues at seaport container terminals." *Transportation Research E*, 47. 85-103. 2011.

Distinctions: Advisory faculty member at The Kühne Logistics University in Hamburg, Germany, 2011-present; Frequent Presenter, LOGMS, INFORMS, and IIE Conferences, Mexico, Australia, Puerto Rico, Germany, etc., 2008-13; Research Engineer, The Logistics Institute Asia Pacific, National Univ. of Singapore, 2005; Member, Global Studies Advisory Committee, 2008-09, 2011-14; Faculty Leader of three-week CEAS study abroad program at Feng Chai University in Taiwan, July 2012 & July 2013

Phillips, Mai, CES Program Coordinator, Conservation and Environmental Science Program, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, University of Hawaii

Foreign Languages: Spanish (1); Bahasa Malaysia/Indonesia (5)

Field Experience: Malaysia, Mexico, Costa Rica, Venezuela, Colombia, Ecuador, Malaysia, Kenya, Ethiopia, India, Belize, Guatemala, Honduras

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Global Studies Think Tank, Introduction to Biology, Introduction to Botany, Conservation Biology, Introduction to Conservation and Environmental Science, Principles of Natural Resource Management, Molecular Biology, Molecular Genetics, Ethnobotany, Permaculture

Current Research/Teaching Specialization: Conservation and Environmental Studies, Sustainable Agriculture/Agroforestry Development, Permaculture, Horticulture, Conservation of Plant Genetic Resources, Ethnobotany

Sample Publications:

"Growing Hope" - A report of Kenya HIV/AIDS Project, 2007. Co-authors: Phillips, Victor, Tschida, Ron.

"Building intercontinental learning bridges in natural resources education for a sustainable future." Published in conference proceedings. 7th Global Conference on Environmental Education: Environmental Education for Sustainable Development, Agra, India. 2005.

"Square Meter Garden Training Manual." 2007. Co-authors: Phillips, Mai, Phillips, Victor, Syano, Nicholas, Tschida, Ron.

"Agents of Change: GEM's international education approach to building a sustainable future." UW System Institute for Global Studies Conference on The Global Education Challenge 2005: Problems without Passports, Blueprints without Borders, Lake Geneva, Oct. 30-Nov. 1, 2006.

Distinctions: USAID Grant, Dietetic and small garden systems to support antiretroviral treatment for families impacted by HIV/AIDS in Kenya, 2004-05; Globalizing natural resources curriculum through video streaming and digital images. Institute of Global Studies (IGS) grant program, 2002-03; Developed sustainable agroforestry plan of the Meki Vicariate Farm, Ethiopia; External Committee Member of Doctoral Candidates in South Africa, India, Kenya ; CIE/OUR Overseas Undergraduate Research Travel Award (supporting four students), 2014

Pickering-Iazzi, Robin, Professor, French/Italian/Comparative Literature -- Italian, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1985, University of Washington

Foreign Languages: Italian (5); Spanish (3); French (4)

Field Experience: Italy

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Contemporary Italian Language and Culture, Views of Italy, Intensive Italian, Italian Conversation, Advanced Grammar and Composition, Views of Fascism and Resistance, Italians and the Mafia, Italian Cinema: From Neorealism to Magical Realism, Italian Culture and Society Since the Unification, Women's Vision in 20th Century Italian Literature, The Italian City and Its Fictions, Italian Jews and the Holocaust, Contemporary Arts of Italian Foods, Fascism and Literature, 1st, 2nd and 3rd Semester Italian

Current Research/Teaching Specialization: Italian media studies and feminicide in Italian society and culture; 19th and 20th Century Italian literature and culture, Italian literature of the 19th and 20th Century, Colonial discourses of the 1930s, Italian mafia in Italian fiction, film, and theory

Sample Publications:

"The Mafia in Italian Lives and Literature: Life Sentences and Their Geographies" Toronto, University of Toronto Press, 2015.

"Le geografie della mafia nella vita e nella letteratura dell'Italia contemporanea" Milan, Mimesis, 2017.

Translated by Pickering-Iazzi

"The Italian Antimafia, New Media, and the Culture of Legality" Toronto, University of Toronto Press, 2017.

Edited by Pickering-Iazzi

Distinctions: UWM Research Foundation Senior Faculty research Award recognizing excellence in scholarship, 2013; Recipient of WisItalia Teacher of the Year Award, 2012; Youth, digital media, and transnationalizing practices of legality and antimafia culture, 2012, Rome, Italy; External Evaluator for grant proposals submitted to the European Science Foundation; Coordinator of Italian Program; Appointed to serve on the MLA Aldo and Jeanne Scaglione Prize for best manuscript in Italian Studies (2008-10, chair 2009)

Pitt, Kristin, Associate Professor, French, Italian, and Comparative Literature, and Women's and Gender Studies, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2003, University of Wisconsin-Madison

Foreign Languages: Spanish (4); Latin (2); Portuguese (3); French (1); Quechua (1)

Field Experience: Spain, Dominican Republic, Mexico, Portugal, Costa Rica, Haiti, England, France, Belgium, Netherlands, Denmark, Norway, Sweden, Germany, Switzerland, Canada

Percentage of Time Dedicated to Global/International Studies: 75%

Sample Global/International Courses Taught: Border Narratives; Feminist Issues and Scholarship; Gender, Race, and Epidemic Violence; Global Literature from the 17th Century to the Present: Cross-Cultural Contact and Exchange; Magical Realism and the Fantastic in Literature and Film; Women and War in Latin America and the Caribbean

Current Research/Teaching Specialization: Literature of the Americas (Latin America, the Caribbean, the US, and Canada); Relationships between gender, race, and nation in narrative; Feminicide

Sample Publications:

"Denaturalizing the Plantation: Sexuality and (Re)production in the Fiction of Reinaldo Arenas." In Bernadette H. Hyner and Precious McKenzie Stearnse (Eds.), Chapter in Forces of Nature: Natural(-izing) Gender and Gender(-ing) Nature in the Discourses of Western Culture, 132-52. Cambridge Scholars Press, 2009;

"Body, Nation, and Narrative in the Americas." New York: Palgrave Macmillan, 2010;

"Discovery and Conquest Through a Poststructural and Postcolonial Lens: Clarice Lispector's A maçã no escuro." Luso-Brazilian Review, 50(1). 184-200. June 2013.

"The Vulnerable Harvest: Farm Workers, Food, and Immigration in the Contemporary United States." Aztlan: A Journal of Chicano Studies 41(2). 13-36. October 2016

Distinctions: Global Studies Research Fellow, 2010-11; Intensive Foreign Language HEA Title VI Fellowship (FLAS) for Quechua, UW-Madison, Summer 2000; UWM Latin American, Caribbean, and U.S. Latin@ Studies Speaker Series Coordinator, 2013-15; UWM Comparative Literature Program Coordinator, 2013-15; UWM MA in Language, Literature, and Translation Coordinating Committee Chair, 2016-2018; UWM Latin American, Caribbean and U.S. Latin@ Studies Major Faculty Co-Coordinator, 2012-15; UWM Foreign Language Advisory Group Chair, 2014-2015; UWM International Dessert Competition Co-Organizer, 2014-2018

Ponelis, Shana, Assistant Professor, School of Information Studies (Global Studies Affiliate)

Education: PhD, 2011, University of Pretoria

Foreign Languages: Afrikaans (5); German (3); French (1); Sepedi (Northern Sotho) (1)

Field Experience: South Africa, Uganda

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Introduction to Systems Analysis; Senior Capstone; Information Marketing; Special Topics: Infopreneurship; Access, Security and Intercultural Contexts in Global Communications (Global Studies 451)
Current Research/Teaching Specialization: Access to and accessibility of information by means of information systems and technology; Empowerment of people to enable them to make informed decisions to develop themselves, their organizations, their communities and society as a whole; Information needs, seeking behavior and use,

Sample Publications:

"Diffusion of open source integrated library systems in academic libraries in Africa: the case of Uganda." *Library Management*, 39(4/5). With P. Adoma. 2018.

"Perspectives on university library automation and national development in Uganda." *IFLA Journal*, 43(3), 256–265. 2017. With R. Buwule.

"Opportunities for internationalization and engagement: programs for international Master's students at the University of Wisconsin-Milwaukee Libraries." In: Y. Luckert & L. Inge (Eds.), *The Globalized Library: American Academic Libraries and International Students, Collections and Practices*, Chicago, IL: ACRL Press. With E. Barczyk, E., & J. J. Britz. Forthcoming.

Distinctions: Visited University of Zululand, South Africa as Carnegie African Diaspora Fellow (CADFP); Taught Masters Level for USA visit portion of University of Pretoria's MIT degree program, Carnegie Foundation; Study Abroad visits to Makerere University in Kampala, Uganda

Prasad, Velagapudi Kanti, Professor, Business Administration, Lubar School of Business

Education: PhD, Michigan State University

Foreign Languages: Telugu (South Indian Language) (5)

Field Experience: India

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Strategic Marketing, International Marketing, Marketing Research

Current Research/Teaching Specialization: International marketing, International entrepreneurship

Sample Publications:

"Network Interaction of Indian Women Entrepreneurs: An Examination Across Venture Stages." *European Journal of Business Research*, 12(2). 17-25. 2012. Co-author: K. Ehrhardt.

"Antecedents of Tai-wan Chinese Consumers' Purchase Intentions Toward U.S.- and Japanese-Made Household Appliances." *Journal of Global Marketing*, 26(4). 203-223. 2013. Co-authors: G., Park, J., Lee, O., Prasad, K. V., Vernon, I. R.

"Women Entrepreneurs and Business Venture Growth: An Examination of the Influence of Human and Social Capital Resources in an Indian Context." *Journal of Small Business & Entrepreneurship*, 26(4). 341-364. 2013. Co-authors: Naidu, G. M., Murthy, B. Kinnera, Winkel, D. E., Ehrhardt, K. P.

Distinctions: Director, International Business Center, 1978-98; Launched the first Executive MBA from the UW System in China; Grant, Passport to Global Business Success, U.S. Department of Education, 2013; Member, Academy of International Business; Member, UWM Strategic Planning Internationalization Subcommittee, 2012-14

Pritchard, David, Professor, Journalism/Mass Communication, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1984, University of Wisconsin Madison

Foreign Languages: Spanish (2); French (4)

Field Experience: Canada, France

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Law of Mass Communication, Theory and Research Design in Mass Communication, Comparative Media Law, Politics and media, Comparative media law

Current Research/Teaching Specialization: International journalism (especially Canada and France), Comparative media law and policy, Media law and regulation, both in the United States and Canada, Journalism and social forces in a wide variety of contexts, with a special focus on Canadian journalism, Journalist values in United States and Canada

Sample Publications:

"Holding the Media Accountable: Citizens, Ethics, and the Law." Bloomington: Indiana University Press, 2000.

"Cross-Border Crime Stories: American Media, Canadian Law, and Murder in the Internet Age." *American Review of Canadian Studies*, 36. 407-426. Fall 2006. Co-author: Young, Mary Lynn

Politiques publiques de communication et diversité de l'information aux États- Unis." In Franck Rebillard and Marlène Loicq (Eds.), *Pluralisme de l'information et Media diversity: Un état des lieux international*, 61-78.

Brussels: Éditions De Boeck, 2013. Co-author: Christopher Terry.

"Media Convergence and Changes in Quebec Journalists' Professional Values." *Canadian Journal of Communication*, 35. 595-607. November 2010. Co-author: Marc-François Bernier.

Distinctions: Research Grants, Government of Quebec and Government of Canada, 2006-10; Rufus Z. Smith Award (with Mary Lynn Young) for best article in *The American Review of Canadian Studies* during previous two years, 2007; Professeur invité, Institut français de presse, 2004; Réseau d'études sur le journalisme (France), Conseil scientifique (research committee), 2012-present; Le Fonds de recherche du Québec Société et culture, Comité multidisciplinaire d'évaluation (multidisciplinary review committee), 2013-present

Pucci, Sandra, Associate Professor, Linguistics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, University of Southern California

Foreign Languages: Spanish (5); Catalan (3); Italian (5)

Field Experience: Latin America, Mexico, Argentina, Italy, Spain

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Bilingual Education, Language and Society, Second Language Acquisition, Adult/University Level TESOL

Current Research/Teaching Specialization: Bilingual education, Urban education, Biliteracy/bilingualism, Academic achievement and language minority (Spanish L1) students in a small high schools, Language literacy maintenance and development in in-migrant contexts, Second language acquisition, Language in education, Sociolinguistics

Sample Publications:

"Educational opportunities for bilingual high school students: Factors in the success of one small high school." In Guske, I., and Swaffield, B. (Eds.), *Educational landscapes in the 21st century: Cross cultural challenges and multi-disciplinary perspectives*. Newcastle, UK: Cambridge Scholars Publishing, 2008. Co-authors: Castellón, J, and G. Cramer.

"Constructing transformative spaces for bilingual high school students." In Fingon, J. and Ulanoff, S. (Eds.), *Learning from Culturally and Linguistically Diverse K-12 Classrooms: Promoting Success for All Students*. New York: Teachers College Press, 2010. Co-author: Cramer, G.

"The story of César Chávez High School: One small school's struggle for biliteracy." In Fingon, J. and Ulanoff, S. (Eds.). *Learning from culturally and linguistically diverse K-12 Classrooms: Using inquiry to inform practice*. New York: Teachers College Press. 2012. Co-authors: Cramer, G.

"¿Donde Están los Libros?" Looking for Spanish Books in Schools. *Journal of the Worldwide Forum on Education and Culture*. 2014. Vol. Pucci, S. and Ulanoff, S.

Distinctions: Developed Study Abroad in Argentina; Global Classrooms Planning Committee Member; Member, CIE/OUR Undergraduate Overseas Research Travel Awards Committee; Director, Certificate program in Adult/University Level TESOL; 2010-2013. Member, Executive Board of Directors, the Alliance for Multilingual, Multicultural Education; 2000-present.

Quinn, Aragorn, Assistant Professor & Program Coordinator of Japanese, Department of Foreign Languages and Literature, College of Letters and Science

Education: PhD, Stanford University, 2015

Foreign Languages: Japanese

Field Experience: Japan

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Japanese language, Japanese Performance Traditions, Japanese Literature

Current Research/Teaching Specialization:

Sample Publications:

“Review of *Tsubouchi Shōyō’s Shinkyoku Urashima and the Wagnerian Moment in Meiji Japan (with a translation of Shinkyoku Urashima)*” by Daniel Gallimore, in *Asian Theater Journal* (Spring 2018, vol. 35, no. 1).

“Review of *Representing Empire: Japanese Colonial Literature in Taiwan and Manchuria*” by Ying Xiong, in *Journal of Translation Studies* (December 2017, vol. 1, no. 2).

“The Sound of Liveness: The Zenshinza’s *Shinsengumi: A Talkie Rensa-geki*,” in Proceedings of the Association of Japanese Literary Studies (Summer 2016).

“*Performing the Politics of Translation in Modern Japan*.” PhD Dissertation (2015).

Distinctions: Japanese Cultural Association Faculty Advisor; Center for 21st Century Studies Fellowship 2018
NRC Grant for summer archival research, 2016; Freeman Spogli Institute, Dis. Research Fellowship in Japanese Studies, 2014

Rai, Kalyani, Associate Professor, Urban Community Development, UWM School of Continuing Education (Global Studies Affiliate)

Education: PhD, University of Wisconsin Madison

Foreign Languages: Bengali (1); Nepali (1); Hindi (3)

Field Experience:

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Grassroots decision making and community problem solving

Current Research/Teaching Specialization: Grassroots education, Community building, Multicultural communication strategies, Participatory action research

Sample Publications:

Community-based Participatory Action Research: Offering Hmong Voices for dialogue and change. In “Immigrants, Welfare Reform and the Poverty of Policy.” 2004. Greenwood Publication: Westport, London.
“It Begins with the People: Community Development and Indigenous Wisdom.” *Adult Learning*, Vol. 12/13 Issue 4/1, Fall 2001/Winter 2002.

Distinctions: Principal Investigator for the Hmong National Development grant for the State of Wisconsin, funded by the U.S. Department of Health and Human Services; Principal Investigator of the Women of Color Capacity Building Project, funded by the Ford Foundation; Principal Investigator of the community-focused Teacher Training Partnership grant, funded by the U.S. Department of Education; member, Global Studies Advisory Committee

Redd, Steven, Associate Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, Texas A&M University

Foreign Languages: Cantonese (4); Mandarin (1)

Field Experience: Hong Kong, China

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: National Security Policy, Conduct of American Foreign Affairs, Politics of Nuclear Weapons, People and Politics (Global 101), Introduction to International Relations, American Foreign Policy Process, Contemporary Issues in American Foreign Policy, Problems of American Foreign Policy, Intro to Political Science Research Methods, Politics of Military Force

Current Research/Teaching Specialization: Foreign policy decision making, U.S. foreign policy vis-a-vis China and Taiwan, National security policy, Nuclear weapons and world politics, Political science methodology, Foreign policy decision making using experimental designs

Sample Publications:

“International Norms in Ethno-Territorial Disputes: Legitimacy and Efficacy in Outsiders’ Views of Independence and Irredentism.” *Civil Wars* Forthcoming. 2018. Co-author: Horowitz, Shale..

“Leadership Preferences in Ethno-Territorial Disputes: An Experimental Approach.” *Foreign Policy Analysis* 13:950-967. 2017. Co-author: Shale Horowitz.

“Policy Perspectives on National Security and Foreign Policy Decision Making.” *Policy Studies Journal*, 41 (Issue Supplement S1). S11-S37. 2013. Co-author: Alex Mintz.

“Ethnic Minority Groups and U.S. Foreign Policy: Examining Congressional Decision Making and Economic Sanctions.” *International Studies Quarterly*, 54. 755-777. 2010. Co-authors: Rubenzer, and Trevor.

Distinctions: Associate Editor of *Political Psychology*, an international journal, from 2010-2015; Editor, Foreign Policy Analysis Section, The International Studies Encyclopedia, International Studies Association. Wiley-Blackwell Publishing, 2008-10; Officer, American Political Science Association, Foreign Policy Section, 2007-2008. Officer, International Studies Association-Midwest, 2006-2008; President, International Studies Association, Foreign Policy Analysis Section, 2005-2006; Vice President and Program Organizer, International Studies Association, Foreign Policy Analysis Section, 2004-2005; Member, International Studies Association, International Society of Political Psychology

Rei-Doval, Gabriel, Associate Professor, Spanish & Portuguese, College of Letters and Science

Education: PhD, 2001, Santiago de Compostela

Foreign Languages: Portuguese (4); Galician (5); Spanish (5)

Field Experience: Spain, Portugal

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Spanish Language Courses, Spanish Immersion Experience (Spain, the New Melting Pot) Introduction to Hispanic Linguistics, Galician Culture, Spain, Contemporary Society and Cultural Diversity, History and Dialects of the Spanish Language, Spanish linguistics, Advanced Translation English-Spanish, History of Latin American Spanish, Spanish in the United States, Sociolinguistics of the Spanish-Speaking World

Current Research/Teaching Specialization: Hispanic sociolinguistics, Historiography of linguistics, Language shift and language planning, Sociology of language, Galician linguistic

Sample Publications:

“Lusophone, Galician, and Hispanic Linguistics: Bridging Frames and Traditions” (co-edited with Fernando Tejedo). London: Routledge 2018 (forthcoming).

(Editor) “En memoria de tanto milagre: estudos dedicados ó profesor David Mackenzie.” Santiago de Compostela: Santiago de Compostela University Press, 2015.

“Responses to Language Endangerment: In honor of Mickey Noonan. New directions in language documentation and language revitalization.” Amsterdam: John Benjamins, 2013

“A lingua galega na cidade no século XX: Unha aproximación sociolingüística.” Vigo: Xerais, 2007.

Distinctions: UWM Center for Latin American and Caribbean Studies Faculty Travel Awards, Graduate School Travel Awards 2004-18, Faculty Co-Leader of Spain Study Abroad: Galician Culture through the Eyes of Santiago de Compostela, 2007; Faculty Co-Leader for Spain Study Abroad: Language, Culture and Business in Galicia, 2010; Faculty Co-Leader for Spain Study Abroad: Language, Culture and Health in Galicia, 2014; Certified Translator of Galician, 1993-present; Certified Tester in Portuguese (limited certification), American Council for the Teaching of Foreign Language (ACTFL); co-founder and current chair of the Galician Language, Literature and Culture Forum of the Modern Language Association.

Reuter, Ora John, Assistant Professor, Political Science, College of Letters and Science

Education: PhD, 2010, Emory University

Foreign Languages: Russian (4)

Field Experience: Russia, Ukraine, Venezuela

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: The Politics of Authoritarian Regimes, Comparative Political Economy

Current Research/Teaching Specialization: Comparative politics, Comparative political institutions, Comparative political economy, Political parties, Democratization, Authoritarian regimes, Elections and electoral behavior, Politics of economic development, Bureaucracy, Post-Soviet politics

Sample Publications:

"Political Centralization and Blame Attribution under Electoral Authoritarianism." *Journal of Politics*, with Quintin Beazer. Forthcoming.

"Legislatures, Cooptation, and Social Protest in Contemporary Authoritarian Regimes." *Journal of Politics* 77(1): 235-248, with Graeme Robertson. 2015.

"Regional Patrons and Hegemonic Party Performance in Russia" *Post-Soviet Affairs*, (29.2). 2013.

"Electoral Strategies to Defeat Authoritarian Incumbents: Understanding Pre-Electoral Coalitions." *Democratization*, 20(1). 2013. Co-authors: Gandhi, Jennifer and Ora John Reuter.

"Sub-national Appointments in Authoritarian Regimes: Evidence from Russian Gubernatorial Appointments."

"United Russia and the 2011 Elections." *Russian Analytical Digest*, 102. 26 September 2011.

Distinctions: National Science Foundation, Political Science Program, Research Grant, 2013-16; Research Growth Initiative Award, 2014-2015; National Council for Eurasian and East European Research, National Research Competition Award, 2011; Co-Winner, Association for Slavic, East European, and Eurasian Studies, Tucker/Cohen Dissertation Prize for outstanding doctoral dissertation in Soviet or Post-Soviet Political History, 2011; Fulbright Hays Doctoral Dissertation Research Abroad Fellowship, Russia, 2010; Emory University Professional Development Grant, Russia 2008-10; ACTR Title VIII Research Scholar Fellowship, Russia 2009; IREX Individual Advanced Research Opportunity (IARO) Fellowship, Russia 2008; Member and Conference Presenter, American Political Science Association Midwest Political Science Association, Association for Slavic, East European, and Eurasian Studies; Official Election Observer, US-Ukraine Foundation, Kyiv, Ukraine; Ukrainian Presidential Elections

Rodriguez Sevilla, Rafael, Associate Professor, Biological Sciences, College of Letters and Science

Education: PhD, 2002, University of Kansas

Foreign Languages: German (3); Spanish (5)

Field Experience: Costa Rica, Panama

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: General Ecology, Behavioral Science

Current Research/Teaching Specialization: Behavioral ecology, Sexual selection, Cognitive ecology

Sample Publications:

"Female mate choice of male signals is unlikely to promote ecological adaptation in *Enchenopa* treehoppers (Hemiptera: Membracidae)." *Ecology & Evolution* 8, 2146-215. 2018. Co-authors: Fowler-Finn KD, Kilmer JT, Cruz D.

"The causes of variation in the presence of genetic covariance between sexual traits and preferences." *Biological Reviews* 91, 498-510. 2016. Co-author: Fowler-Finn KD

"Vibrational Signals and Mating Behavior of Japanese Beetles, *Popillia japonica* (Coleoptera: Scarabaeidae)." *Annals of the Entomological Society of America* 108, 986-992. 2015. Co-authors: Burger MG, Wojcinski JE & Kilmer JT.

Distinctions: Associate Editor, Peer Community in Evolutionary Biology (recommender), 2017-present; Office of Research / UWM Foundation Award, Univ. of Wisconsin-Milwaukee, 2015; Guest lectures at Univ. of Costa Rica (2017); NSF Grants, 2009-11, 2011-14; Invited Speaker, Univ. of Costa Rica, Univ. of Tours, Univ. of Freiburg, 1997-2013; Presentations at Professional Meetings, XXIV International Congress of Entomology, Daegu, Korea, 2012, Smithsonian Tropical Research Institute, Panamá, 2007

Rohatgi, Pradeep, Wisconsin Distinguished Professor, Materials Engineering, College of Engineering and Applied Science (Global Studies Affiliate)

Education: PhD, 1964, Massachusetts Institute of Technology

Foreign Languages: Hindi (5)

Field Experience: India, China, Korea, Egypt, Hungary, Poland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Materials Engineering

Current Research/Teaching Specialization: Foundry Technology, Solidification Processing, Composite Materials, Alloy Development, Specialty Aluminum and Steels

Sample Publications:

"Thermal Management of Cast Carbon Fiber-Al Composites" In Proceedings of TMS Annual Meeting 2007, February 25-March 1, 2007, Orlando, FL.

"Synthesis of Stir Cast Aluminum Alloy Matrix Composites é Indian Contributions." Solidification processing of Metal Matrix Composites, Rohatgi honorary Symposium. " Edited: N.Gupta and W.Hunt TMS, March 2006. p.15.

Distinctions: Founder/Director of Regional Research Laboratory (Trivandrum) and Regional Research Laboratory (Bhopal), Council of Scientific and Industrial Research, India. Concurrently Visiting Full Professor I.I.T., Delhi, Indian Institute of Science (Bangalore); Member, Global Studies Advisory Committee; Honorary Medal from Motor Transport Institute, Warsaw, Poland, 2006

Rose, Susan, Associate Professor, Social Work, Helen Bader School of Social Welfare

Education: PhD, 1990, University of Illinois Chicago

Foreign Languages: French (1); Spanish (1)

Field Experience: United Kingdom, Russia, Austria, South Africa

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Mental health and child welfare, Adult Psychopathology, Advanced Social Work Methods, Comparative Public Policy (Study Abroad)

Current Research/Teaching Specialization: Mental health and child welfare, Intersection of substance abuse and child welfare Teaching: Psychopathology and Treatment Methods, Identifying the Mental Health Needs of Incarcerated Women in Milwaukee County, Incarcerated substance abusing mothers in Milwaukee Jails

Sample Publications:

"Child Neglect: An English perspective. International Social Work." 43(2). 179-192. 2000. Co-author: Selwyn, J.

"Intervening with women in jail around alcohol and substance abuse during their preparation for community reentry." Alcoholism Treatment Quarterly, 29(4). 453-478. 2012. Co-authors: Begun, A. L., & LeBel, T.P.

"Developing effective social work university-community research collaborations." Social Work, 55(1). 54-62. 2010. Co-authors: Begun, A.L., Berger, L.K., & Otto-Salaj, L.L.

"Implementing substance abuse screening and Brief Motivational Intervention with women in jail." Journal of Social Work Practice in the Addictions, 9(1). 113-131. 2009. Co-authors: Begun, A. L., LeBel, T. P., & Teske-Young, B. A.

"Interface of Substance Use Treatment with Other Health and Social Service Systems." In B. S. McCrady & E. E. Epstein (Eds.), Addictions: A Comprehensive Guidebook, Second Edition. Oxford University Press, 2013. Co-authors: Zweben, A., Ockert, D., & Baier, D.

Book review. "Women and AIDS: Negotiating Safer Practices, Care, and Representation." Affilia, 250-251. Summer, 1999.

Distinctions: Presenter at What Works with Women Offenders in Prato, Italy, 2007; Developer and Leader, Helen Bader School of Social Welfare Study Abroad in Bristol, United Kingdom, Austria, Costa Rica, 2007-10; Chair, International Studies Committee, 1998-2010; Member, Office of Overseas Programs and Partnerships Faculty Advisory Council, 2003-Present; Editorial Advisory Board: Social Work Education: The International Journal for Social Work and Social Care Education

Rothfels, Nigel, Director, Office of Undergraduate Research, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1994, Harvard University

Foreign Languages: German (4)

Field Experience: Australia, Germany, Norway, England, Papua New Guinea, Austria, Switzerland, Sweden

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Animals in Global History, Modern European History

Current Research/Teaching Specialization: Animals and history, German colonialism

Sample Publications:

"Savages and Beasts: The Birth of the Modern Zoo." Baltimore: The Johns Hopkins UP, 2002.

"Representing Animals." Editor. *Theories of Contemporary Culture*. Bloomington: Indiana UP, 2002.

"Mammoths in the Landscape," *Routledge Handbook of Human-Animal Studies*, ed. Susan McHugh and Garry Marvin (London: Routledge), 10-22. 2014.

"Elephants, Ethics, and History." *Elephants and Ethics: Toward a Morality of Coexistence*. Ed. Chris Wemmer and Catherine A. Christen. Baltimore: Johns Hopkins UP. 2008. 100-119.

"A Hero's Death." Una Chaudhuri and Holly Hughes (Eds.), *Animal Acts: Performing Species Now*, 182-88. Ann Arbor: The University of Michigan Press, 2013.

"Preserving History: Collecting and Displaying in Carl Akeley's In Brightest Africa." *Animals on Display: The Creaturely in Museums, Zoos, and Natural History*, ed. Karen Rader, Liv Emma Thorsen, and Adam Dodd (State College: Penn State University Press), 58-73. 2013.

Distinctions: Visiting Research Professorship, University of Oslo, 2010; National Endowment for the Humanities Fellow, 2004-2005; Humanities Research Centre Fellow, Australian National University, 2001; Shelby Cullom Davis Center for Historical Research Fellow, Princeton University, 1996; Deutscher Akademischer Austauschdienst Fellow, Universität Hamburg, 1990-1991; Krupp Foundation Fellow, 1990-1991; Member, Undergraduate Overseas Research Advisory Committee; General Editor, *Animalibus: Of Animals and Cultures*, Penn State UP; Editorial Board Member, *Animot* (Italy) and *Antennae* (England); Keynote Addresses, Brisbane Queensland, 2011 and Uppsala University, Sweden, 2010; Referee for proposals for Social Sciences and Humanities Research Council of Canada, National Research Council of the Netherlands, and National Research Council of Switzerland; Invited Lectures, Switzerland, Norway, England, Canada, Germany, Austria, Australia.

Russell, Matthew, Lecturer, French, Italian, and Comparative Literature, College of Letters and Science; Associate Director, Center for Instructional and Professional Development

Education: PhD, 2009, University of Texas-Austin

Foreign Languages: French (2); Italian (2)

Field Experience: England, Scotland, Italy

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Narratives of Imprisonment and Exile, World Literature in Translation, Narratives of the Apocalypse, Digital Literacies and Social Media

Current Research/Teaching Specialization: British and European Romanticism, 18th- and 19th-century literature and culture, Political philosophy and critical theory, Digital humanities

Sample Publications:

"The Instructional Designer's Role in the Building of COIL Courses," in *Global Networked Teaching in the Humanities: Theories and Practices* (forthcoming).

Foreword in Paull, J., & J. Snart "Making Hybrids Work: An Institutional Framework for Effectiveness in Blending Online and Face-to-Face Instruction" (In Progress).

"Getting to Work: Transitioning To a New Staffing Model." Computer Writing and Research Lab White Paper. 2006.

Review of Clark Davis, "Hawthorne's Shyness: Ethics, Politics, and the Question of Engagement" (2005). *Journal of the Midwest Modern Language Association*, 39(2), 2006.

Distinctions: Recipient of UWM Digital Futures Grant, 2013; Conference Presenter, Electronic Visualisation and the Arts Annual Conference, London, UK, 2013

Saint Jacques, Ermitte, Assistant Professor, African and African Diaspora Studies, College of Letters and Science

Education: Ph.D. University of Florida, 2009

Foreign Languages: Haitian Creole (5), Spanish (3)

Field Experience: Bahamas, Belize, Haiti

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Africol 320 Black Cultures in Latin America and the Caribbean, Africol 418 Race, Class and Gender in Latin America and the Caribbean, Global 202 Introduction to Global Studies III: Globalization and Technology

Current Research/Teaching Specialization: Migration; Gender; Race; West African immigrants in Spain, Haitian immigration to Bahamas

Sample Publications:

“Review of My Soul is in Haiti: Protestantism in the Haitian Diaspora in the Bahamas,” by Bertin M. Louis Jr. In *New West Indian Guide* 91(3-4): 386-387. 2017.

“Women on the Move: Reinterpreting Haitian Migration to Cuba through an Analysis of the Bahamas.” *Journal of Haitian Studies* 21(2): 207-226. 2015.

“Introduction.” Theme Issue, “L’Occupation, 1915-1934.” *Journal of Haitian Studies* 21(2): 6-9. 2015.

Distinctions: CLACS Advisory Committee, 2015-present; Undergraduate African and African Diaspora Studies Advisor, 2015-present; Committee Member, American Anthropological Association Public Education Initiative on Migration and Displacement, 2013-present

Sangari, Kumkum, William F. Vilas Research Professor of English and the Humanities, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, University of Leeds

Foreign Languages: Hindi (5); Punjabi (3); Urdu (2)

Field Experience: India

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Cultural and Literary Studies; Women's and Gender Studies; Global and Transnational Feminist Theory; Transnational Literary Theory and Fiction; Transnational Mobility; Locations of Modernity.

Current Research/Teaching Specialization: Cultural and Literary Studies; Women's and Gender Studies; Transnational Feminist Theory; Colonialism, Globalization and Transnationalism; Transnational and World Literature; Transnational Reproductive Practices with an emphasis on South Asia; Feminist Art Practice in India; Religious Pluralism in South Asia.

Sample Publications:

Ed. *Arc Silt Dive: The Works of Sheba Chhachhi*, 2016.

Solid:Liquid: A (Trans)national Reproductive Formation, 2015.

Ed. *Trace Retrace: Paintings*, Nilima Sheikh, 2013.

Mirabai aur Bhakti ki Aadhyatmik Arthniti, 2012.

Politics of the Possible: Essay on Gender, History, Narratives, Colonial English, 2002.

Ed. *From Myths to Markets: Essays on Gender*, 1999.

Ed. *Recasting Women: Essays in Colonial History*, 1990.

Distinctions: Visiting Professor, Ambedkar University, New Delhi (2015 and 2016).

Visiting Fellowship, Max Weber Center for Advanced Cultural and Social Studies, University of Erfurt (2017).

European Research Council Horizon Project, "Multilingual Local, Significant Geographies; A New Approach to World Literature," SOAS, University of London (2014-). International Research Group on "Religious Individualization in Historical Perspective," Max-Weber-Kolleg, University of Erfurt (2016-).

Schnitzer, Stefan, Associate Professor, Biological Sciences, College of Letters and Science

Education: PhD, 2001, University of Pittsburgh

Foreign Languages: Spanish (4)

Field Experience: Panama, Costa Rica, Ecuador, French Guiana, Malaysia, Holland

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Community Ecology, Tropical Ecology in Panama, Plant Biology / General Biology, Senior Seminar in Biological Sciences

Current Research/Teaching Specialization: Community ecology, Tropical biology

Sample Publications:

"Tropical forest community ecology: scope of the book and key contributions." In Carson, W.P. and Schnitzer, S.A. (Eds.), *Tropical Forest Community Ecology*, 3-8. Blackwell Publishing, Oxford, 2008. Co-author: W.P. Carson.

"Are lianas more drought tolerant than trees? A test for the role of hydraulic architecture and other functional traits." *Oecologia*, 172. 961-972. 2013. Co-authors: van der Sande, M, L. Poorter, L. Markesteijn.

"Liana abundance, diversity, and distribution on Barro Colorado Island, Panama." *PLoS One*, 7(12). e52114. 2012. Co-authors: S.A. Mangan, J.W. Dalling, C. Baldeck, S.P. Hubbell, A. Ledo, H. Muller-Landau, M. Tobin, S. Aguilar, D. Brassfield, A. Hernandez, S. Lao, R. Perez, O. Valdez, S.R. Yorke.

"Negative plant-soil feedback predicts relative species abundance in a tropical forest." *Nature*, 466. 752-756. 2010. Co-authors: Mangan S.A., E.A. Herre, K. Mack, M. Valencia, E. Sanchez, J.D. Bever.

Distinctions: 4 NSF grants for research on tropical forests, 2006-present; National Geographic society grant and NCEAS grant research on tropical forests, 2004-06, 2010-11; 8 CIE/OUR Undergraduate Research Travel Awards, 2008-13; Production Ecology & Resource Conservation Fellowship, Wageningen University, Netherlands, 2009; Research Associate, Smithsonian Tropical Research Institute, Panama, 2006-present; Research Associate, Wageningen University, Netherlands, 2001-present; Associate Editor, *Biotropica*, 2009; Council Member, Association for Tropical Biology & Conservation, 2013-16; Co-organizer, symposium, Association for Tropical Biology and Conservation, Bonito, Brazil, 2012; Co-organizer Association for Tropical Biology and Conservation, Marburg, Germany, 2009; Co-organizer, symposium Association for Tropical Biology and Conservation, Morelia, Mexico, 2007; CLACS Advisory Committee, 2006-08, 2009-10

Schwartz, Mark, Distinguished Professor, Geography, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1985, University of Kansas

Foreign Languages: Spanish (2)

Field Experience: China, Germany, Spain, Netherlands, Australia, Slovenia, Finland, Turkey, Ireland, England

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Climatology, Remote Sensing, Phenology

Current Research/Teaching Specialization: Detecting global change, Climatology and remote sensing plant-climate interactions

Sample Publications:

"Phenology." In *The International Encyclopedia of Geography*, D. Richardson, N. Castree, M. F. Goodchild, A. Kobayashi, W. Liu, & R. A. Marston, editors, John Wiley & Sons, USA, 2017.

"Trends and Natural Variability of North American Spring Onset as Evaluated by a New Gridded Dataset of Spring Indices." *Journal of Climate* 28(21): 8363-8378, 2015, Co-authors: Ault, T. R., Zurita-Milla, R., Weltzin, J. F., & J. L. Betancourt .

(Editor) "Phenology: An Integrative Environmental Science." 2nd ed., Springer, Netherlands, 610 pp., 2013.

"Warming Experiments Underpredict Plant Phenological Responses to Climate Change." *Nature* 485(7399): 494-497, 2012, Co-authors: Wolkovich, E. M., Cook, B. I., Allen, J. M., Crimmins, T. M., Travers, S. Pau, S., Regetz, J., Davies, T. J., Betancourt, J. L., Kraft, N. J. B., Ault, T. R., Bolmgren, K., Mazer, S. J., McCabe, G. J., McGill, B. J., Parmesan, C., Salamin, N., & E. E. Cleland.

Distinctions: President (2014-2017), and now (2017-2020), Immediate Past President, International Society of Biometeorology; Chair, Climate Specialty Group, Association of American Geographers, 2010-2012; Field Editor for Phenology, *International Journal of Biometeorology*, 2004-present

Sen, Arijit, Associate Professor, Architecture, School of Architecture and Urban Planning (Global Studies Affiliate)

Education: PhD, 2002, University of California, Berkeley

Foreign Languages: Marathi (3); Gujarati (3); Bengali (5); Hindi (5)

Field Experience: Argentina, Chile

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Architectural Design Studio, Research Methods and Theory, Housing American Culture, Introduction to American Studies, Social and Cultural Factors in Architecture, History of Design

Current Research/Teaching Specialization: Ethnicity and urban ethnic spaces, Immigration history, American cultural landscapes, Urbanism and globalization, Architectural history, Environment and behavior studies, Race, class, and gender in America, Architectural design, Transnational cultural studies, Food landscapes, Social justice

Sample Publications:

“Landscapes of Mobility: Culture, Politics and Placemaking.” Ashgate Publishers, UK, 2013. Co-editor: Jennifer Johung.

“Making Place: Space and Embodiment in the City.” Indiana University Press, 2014. Co-edited: Lisa Silverman.

“Staged Disappointment: Architecture and Cultural Contact.” *Winterthur Portfolio*, 47(4). 207-244. Winter 2013.

“Transcultural Place-making: Intertwined Spaces of Sacred and Secular on Devon Avenue, Chicago.” In Jeff Hou (Ed.), *Transcultural Cities: Bordercrossing & Placemaking*, Routledge, 2012.

“Architecture and World Making: Production of Sacred Space in San Francisco’s Vedanta Temple.” *South Asian History and Culture*, 2. 76-102. January 2011.

Distinctions: UWM Research Grants Initiative, 2012-14, Intertwined Geographies: Muslim Cultural Landscapes, Chicago and Milwaukee; Core Research Group, Worldwide Universities Network (WUN) grant, 2011; Reviewer, International Scientific Committee, The International Conference on Conservation of Architecture, The Center for the Study of Architecture in the Arab Region, Jordan and Al-Turath Foundation, Saudi Arabia, Queen Rania Institute of Tourism and Heritage, Hashemite University, Jordan

Sherman, R. Jason, Associate Professor, Anthropology, College of Letters and Science

Education: PhD, 2005, University of Michigan

Foreign Languages: Spanish (4)

Field Experience: Mexico

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Archaeology of Mesoamerica and American Southwest, human evolution, archaeological method and theory, power and ideology in archaeology

Current Research/Teaching Specialization: Archaeology of complex societies, political and economic organization, ceramics, Mesoamerica, American Southwest

Sample publications:

“Ancient Maya Settlement, Interaction Spheres, and Geopolitics in South-Central Quintana Roo, Mexico” (Laura Villamil and Jason Sherman). *Ancient Mesoamerica* 28(2):441-461. 2017.

“Ceramic provenance and the regional organization of pottery production during the later Formative periods in the Valley of Oaxaca, Mexico: Results of trace-element and mineralogical analyses” (Leah D. Minc, R. Jason Sherman, Christina Elson, Marcus Winter, Elsa M. Redmond, and Charles S. Spencer). *Journal of Archaeological Science: Reports* 8:28-46. 2016.

“Assessing Natural Clay Composition in the Valley of Oaxaca As a Basis for Ceramic Provenance Studies (L.D. Minc and R.J. Sherman).” *Archaeometry* 53(2):285-328. 2011

“Expansionary Dynamics of the Nascent Monte Albán State (R. Jason Sherman, Andrew K. Balkansky, Charles S. Spencer, and Brian D. Nicholls).” *Journal of Anthropological Archaeology* 29:278-301. 2010

Distinctions: CLACS Certificate Committee, 2009-2014; Organizer, Midwest Mesoamericanist Meeting, UWM, 2010

Silverman, Lisa, Associate Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2004, Yale University

Foreign Languages: Yiddish (2); French (3); German (4); Hebrew (1)

Field Experience: Germany, Austria, France, Israel, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Modern European Jewish history, Introduction to Jewish History, The Jews of Modern Europe: History and Culture, Holocaust: Antisemitism and the Fate of the Jewish People in Europe, 1933-1945, Challenges in Holocaust History and Representation, German-Jewish Cultural History

Current Research/Teaching Specialization: Modern European Jewish history, Jewish cultural studies, Holocaust history and representation

Sample Publications:

“Jews, Jewish Difference and Austrian Culture: Literary and Historical Perspectives,” ed. and intr. with Deborah Holmes, *Austrian Studies* 24. 2016.

“Revealing Jews: Culture and Visibility in Modern Central Europe,” (review essay) *Shofar: An Interdisciplinary Journal of Jewish Studies* 36:1: 134-60. 2018.

“Absent Jews and Invisible Antisemitism in Postwar Vienna: Der Prozess (1948) and The Third Man (1949),” *Journal of Contemporary History* 52:2: 211-228. 2017.

“Leopoldstadt, Judenplatz, and Beyond: Rethinking Vienna’s Jewish Spaces,” *East Central Europe* 42:2-3: 249-267. 2015.

“Art of Loss: Madame d’Ora, Photography, and the Restitution of Haus Doranna,” *Leo Baeck Institute Year Book* 60:1: 173-90. 2015.

Distinctions: Fellowship, Visiting Associate Professor, Frankel Center for Advanced Judaic Studies, University of Michigan, 2012-13; Global Studies Research Fellow, 2010-11; Faculty Distinguished Undergraduate Teaching Award, UW-Milwaukee, 2009-10; Fellowship, Center for Jewish Studies, University of Salzburg/City of Salzburg, Austria, 2007; Fellowship, Visiting Research Fellow, Centre for German-Jewish Studies, University of Sussex, Brighton, United Kingdom, 2003-05; Fellowship, International Research Center for Cultural Studies (IFK), Vienna, Austria, 2002-03; Contributing editor, *Leo Baeck Institute Year Book* (London, UK), 2016- present; Visiting Professorship at the Center for Jewish Studies, Karl-Franzens-Universität, Graz, Austria, 2018.

Singh, Romila, Associate Professor, Organizations and Strategic Management, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 2001, Drexel University

Foreign Languages: Hindi (5); Russian (3)

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Human resource management at undergraduate, graduate and doctoral levels. Includes a focus on international human resource management topics

Current Research/Teaching Specialization: Career persistence and attrition decisions of STEM employees; career development among expatriates and LGBT employees; work-life balance; mentoring.

Sample Publications:

“Why Do Women Engineers Leave the Engineering Profession? The Roles of Work-Family Conflict, Occupational Commitment, and Perceived Organizational Support.” *Human Resource Management*. Co-authors: Zhang, Y., Wan, M., & Fouad, N. A. (in press).

“Friends and Family: The Role Of Relationships In Community And Workplace Attachment.” *Journal of Business and Psychology*, 1, 1-16. 2018. Co-authors: Gonzalez, J.A., Ragins, B. R., Ehrhardt, K.P.

“Women’s Reasons for Leaving the Engineering Field,” *Frontiers in Psychology*, 6/30/17
<https://doi.org/10.3389/fpsyg.2017.00875>. 2017. Co-authors: Fouad, N. A., Chang, W. H., & Wan, M

“Comparison of women engineers who persist or depart from engineering.” *Journal of Vocational Behavior*, 92, 79-93. 2016. Co-authors: Fouad, N. A., Cappaert, K.J., Chang, W. H., & Wan, M.

“Stemming the tide: Predicting women engineers’ intentions to leave.” *Journal of Vocational Behavior*, 83, 281-294. 2013. Co-authors: Fouad, N. A., Fitzpatrick, M. E., Liu, J. P., Cappaert, K. J., & Figueredo, C.

Distinctions: Grants from Lubar School of Business for “A Multifaceted Model of Determinants of Career Success Among Expatriates,” with M. Shaffer, 2008-09, 2009-10

Smunt, Timothy, Professor of Business and Dean, Lubar School of Business

Education: DBA, 1981, University of Missouri at St. Louis

Field Experience: Poland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Strategic planning for both manufacturing and service firms, supply-chain management, health care information systems and operations, business process management and international operations.

Current Research/Teaching Specialization: Strategic planning for both manufacturing and service firms, supply-chain management, health care information systems and operations, business process management and international operations.

Sample Publications:

“From Good to Great to ...” Academy of Management Perspectives (formerly Academy of Management Executive), 22(4), 2008. Co-Author: Resnick, B.

“There’s Gold In Them Bills,” Harvard Business Review, 82(9), 2004. Co-Author: C. Sutcliffe

“Simulation Studies in Operations Management: Context, Trends, and Research Opportunities,” Journal of Operations Management, 22(4), 2004. Co-Author: Shafer, S.

Distinctions: Visiting Assistant Professor, Warsaw University, Poland, 1993, 1994

Snethen, Julia, Associate Professor, Nursing, College of Nursing (Global Studies Affiliate)

Education: PhD, 1998, University of WI-Milwaukee

Field Experience: England, Germany, Ireland, India

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Theoretical Foundations of Advanced Practice Nursing, Nursing Science III: Concepts of Healthcare for Women & Children

Current Research/Teaching Specialization: Mother-child obesity prevention, Chronic illness in children, Obesity in children and adolescents, Maternal-child health; Pediatrics

Sample Publications:

“Perception of persons with Diabetes Mellitus Type 2 in Saudi Arabia.” International Journal of Nursing Sciences, 3, 39-44. <http://dx.doi.org/10.1016/j.ijnss.2016.02.007>. Albargawi, M., Snethen, J. A., Al Gannass, A., & Kelber, S. (2016).

“Life With HIV: Insights from HIV-infected Women in Cameroon, Central Africa.” Journal of the Association of Nurses in AIDS Care, 27, 654-666. doi: 10.1016/j.jana.2016.04.010. Alomepe, J., Buseh, A. G., Awasom, C., & Snethen, J. A. (2016).

“One Latino community's perceptions about childhood overweight.” The Journal of Transcultural Nursing, 18, 366-72. 2007.

Sommers, Jeffrey William, Associate Professor, African and African Diaspora Studies and Global Studies, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 2001, Northeastern University

Foreign Languages: Latvian (3); Spanish (1); Russian (1)

Field Experience: Latvia, Estonia, Lithuania, Russia, Kazakhstan, Ukraine, Georgia, Japan, Finland, Sweden, Germany, Spain, Netherlands, United Kingdom, Mexico, Brazil, Guyana

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: The Re-Configuring Global Order (Global 446), Political Economy of Africa/China Relations, Normative Theory & Principles of Social Organization

Current Research/Teaching Specialization: Global political economy, Political economy of Africas (and its diaspora), Development studies

Sample Publications:

"The Need for a New Economic and Ecological Order." *Global Change*, 1/2013, 110-15. 2013.

"Latvia Living at the Extremes: Seeking Equilibrium between Central Planning and Financialization." *Humanities and Social Sciences* (special issue: EU and Latvia), 3(56). 34-54. 2008.

"Twenty Years Lost: Entropy and Latvia in the Post Soviet World." In Gareth Dale (Ed.), *First the Transition, then the Crash: Eastern Europe in the 2000s*. 119-42. London: Pluto Press, 2011. Co-author: Janis Berzins.

"How the Neoliberals Bankrupted 'New Europe': Latvia in the Global Credit Crisis." Martijn Konings (Ed.), *The Great Credit Crash*, 244-63. London: Verso Press, 2010. Co-author: Michael Hudson.

Distinctions: Global Studies Research Fellow, 2012-13; Senior Fellow, UWM/CIE Institute of World Affairs, 2013-14; UWM RGI Grant, 2011-12; Mara Dole Foundation, 6 Baltic research awards, 2006-11; Fulbright Scholar Program Renewal, 2005; Fulbright Scholar Program, 2003-04; Visiting Professor, Stockholm School of Economics in Riga, 2004-present; Affiliated Faculty, REMESO, Institute for Research on Migration, Ethnicity and Society at Linköping Univ., Sweden; Research Associate, Institute of Globalization Studies, Moscow; Research Associate at Center for European and Transition Studies, Univ. of Latvia; Lead presenter, consultant and author, Reform Task Force Latvia economic reform program, 2009-present; Consultations to Prime Minister of Latvia and Latvian ministries, 2006, 2008

Song, Sooho, Assistant Professor, Foreign Languages and Literature, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, University of Wisconsin-Milwaukee

Foreign Languages: Korean (5)

Field Experience: Korea

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: People and Politics (Global 101), Language, Media, and Social Practice (Global 351), Aspects of Language: Language and Politeness, Intercultural Language Learning, Language and Ethnicity, Global Language and Language Death, Intercultural Rhetoric, Korean Language, Korean Culture and Society

Current Research/Teaching Specialization: Sociolinguistics, Korean linguistics, Intercultural communication, Discourse analysis, Second language acquisition, Korean studies

Sample Publications:

"Politeness and Culture in Second Language Acquisition." Hampshire, United Kingdom: Palgrave Macmillan, 2012.

"The Cross-cultural Analysis of Korean Interlanguage Compliment Strategies: A Mode Switching Framework." Presented at the Annual International Conference of the Korean Association of Teachers of English, Seoul, Korea, July 4-5, 2014.

"The Impact of Cultural Differences on Politeness Speech Acts: An Empirical Analysis." Presented at the 2013 International Conference on English Linguistics, Seoul, Korea, July 3-6, 2013.

"Globalization, Politeness Perception, and Cultural Differences." Presented at the Annual Meeting of the Southwestern Social Science Association. San Diego, CA, April 3-7, 2012.

Distinctions: Center for International Education Faculty Travel Award, 2013, Editorial Board Member of International Journal of Contents, Editorial Advisory Board Member of Korea Observer, Midwest Regional President of the World Association of Hallyu Studies

Sotomayor, Estrella, Senior Lecturer, Spanish and Portuguese, College of Letters and Science (Global Studies Affiliate)

Education: MA, 1996, University of Wisconsin-Milwaukee

Foreign Languages: Spanish (5); French (1)

Field Experience: Argentina, Chile, Colombia, Cuba, Dominican Republic, Ecuador, El Salvador, Mexico, Panama, Peru, Puerto Rico (Vieques and Culebra)

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Spanish & Portuguese, Intensive Spoken Spanish, Puerto Rican Culture, Spanish for Health Professionals, Health Issues in the Hispanic World, Politics, Art, and Women in Latin America

Current Research/Teaching Specialization: Reproductive Rights in Latin America and the Caribbean; Spanish for Health Professionals; Advanced Writing Skills

Sample Publications:

"Writing in a Foreign Language: What Teaching Approach Helps Non-Native Students Acquire Better Writing Skills?" In Schroeder, C. and Ciccone, A. (Eds.), *Learning in Context: The Diversity of SOTL Inquiry*. UWM Center for Instructional and Professional Development, 21-38. 2006

"Foster and Williams Visual Communication Campus." Trans. Noé Martínez. Technical Assistance & Leadership Center and Milwaukee Public Schools, 2004.

Distinctions: CLACS Ruggiero-Handelman Field Research Award, 2018; CLACS Tinker Field Research Award, 2017, 2018; CLACS Course Development Award, 2016; Coordinated Sixteenth Street Clinic to host visits by bilingual health care professionals to visit classes; Coordinated and organized service-learning projects; Currently working on a Ph.D. on reproductive rights in Puerto Rico

Srite, Mark, Associate Professor, Information Technology Management, Lubar School of Business (Global Studies Core Faculty)

Education: PhD, 2000, Florida State University

Foreign Languages: Finnish (1) , Spanish (3)

Field Experience: Finland, Russia

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Global Information Systems Management, Contexts for Global Management (Global 311), Information Technology for Managers, Enterprise Simulation Game.

Current Research/Teaching Specialization: Management Information Systems, Influence of national culture on acceptance and use of information technology, Influence of emotions on group decision-making

Sample Publications:

"Toward a theory-based measurement of culture. "Human factors in information systems, 2002. Co-Authors: Straub, D., Loch, K., Evaristo, R., Karahanna, E.

"Methodological Issues in MIS Cross-Cultural Research" (with R. Evaristo and E. Karahanna), *The Journal of Global Information Management*, 10(1), 2002.

"The Influence of National Culture on the Acceptance and Use of Information Technologies: An Empirical Study," (with E. Karahanna), *MIS Quarterly*, December 2001.

"The Role of Espoused National Cultural Values in Technology Acceptance." *MIS Quarterly*, 30(3), 2006. Co-Author: Karahanna, E.

Distinctions: Global Studies Course Development Award, 2001; Reviewer for the International Conference on Information Systems (ICIS); Global Studies Advisory Committee; Member, Global Management Coordinating Committee

Stern, Nathaniel, Associate Professor, Art and Design, Peck School of the Arts (Global Studies Core Faculty)

Education: PhD, 2009, Trinity College Dublin

Field Experience: Canada, Brazil, Germany, England, Ireland, South Africa, Belgium, Croatia, Russia

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Product Realization; International Studies Senior Seminar Art, Creative Writing / Writing for Creation; Graduate Seminar in Art - Unique Topics: Affect and Contemporary Art; Digital Media Workshop: Appropriation, Installation and Participation, Social Participation in Contemporary Art

Current Research/Teaching Specialization: New media (production and theory), Art, affect and politics, Ecological aesthetics

Sample Publications:

“Ecological Aesthetics: artful tactics for humans, nature and politics.” New Hampshire: Dartmouth College Press (Interfaces: Studies in Visual Culture series), 2018.

‘Interactive Art: Interventions in/to Process.’ *A Companion to Digital Art*. Ed. Christiane Paul. Malden: Wiley-Blackwell (Blackwell Companions to Art History), 2014. Print.

Interactive Art and Embodiment: The Implicit Body as Performance. London: Glyphi Limited (Arts Future Book Series), 2013. Companion chapter co-published online with Turbulence. Main publication available as E-book + in Print.

‘Wikipedia Art: At the Borders of (Wiki) Law, Lawyering, Lobbying and Power.’ *Law and Disciplinarity: Thinking beyond Borders*. Ed. Robert Beck. New York: Palgrave Macmillan, 2013. Print.

‘Wikipedia Art: Citation as Performative Act.’ *Critical Point of View: A Wikipedia Reader*. Eds. Geert Lovink and Nathaniel Tkacz. Amsterdam: Institute of Network Cultures (University of Amsterdam), 2011. Print.

Suarez-Felipe, Ester, Senior Lecturer, Spanish and Portuguese, College of Letters and Science (Global Studies Affiliate)

Education: MAFL, 1999, University of Wisconsin-Milwaukee

Foreign Languages: Spanish (5)

Field Experience: Spain

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Span 225, Understanding the Hispanic World; Span 308, Advanced Writing and Reading; Span 319, Advanced Writing and Reading for Heritage Speakers; Spanish 277 (Living Learning Community).

Current Research/Teaching Specialization: Heritage Speakers; Second Language Acquisition; Latin American Culture

Sample Publications:

Content and links Companion Website to the fourth and fifth editions of the Spanish textbook ¡ARRIBA! Comunicación y cultura. Zayas-Bazán, Eduardo, and Susan M. Bacon. ¡ARRIBA!. 5th ed. Upper Saddle River, NJ: Prentice Hall, 2004.

(Review) "Conexiones," Zayas-Bazán, Eduardo, Susan Bacon and Dulce M. Garcia. 4th ed. Upper Saddle River, NJ: Pearson Education, Inc., 2010.

Distinctions: UWM (CIPD) Lesson Study Training Grant, 2013; UWM Academic Staff Outstanding Teaching Award, 2007; ACTFL Oral Proficiency Interview (OPI) certified tester, 2005-2015; ACTFL Teacher Training Workshops in 2016 and 2017; 2016 & 2017 UWM Teaching and Learning Symposium (CETL); College Board Spanish Language AP reader, 2015-2017; CLACS Summer Institute (Cuba), 2017

Swaminathan, Raji, Associate Professor, Educational Policy & Community Studies, School of Education

Education: PhD, 1997, Syracuse University

Foreign Languages: French (2); Bengali (4); Hindi (4); Tamil (4)

Field Experience: United Kingdom, India

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Educating Students at Risk Seminar in Urban Education, Seminar in Urban Education

Current Research/Teaching Specialization: Students at Risk, Alternative Schools, Historical Foundations of Education, The areas of gender and schooling and the sociology of education

Sample Publications:

"Catching the tail/tale of teaching qualitative inquiry to novice researchers." *The Qualitative Report*, 20,(9), 1490-1498. 2015. Co-author: Mulvihill, T., & Bailey, L.

"Action Research in High Schools." *Journal of the Krishnamurti Schools*. Vol.12. pp. 23-33.

Distinctions: Program Committee, International Society for Educational Biography, 2015-17; Visiting Lecturer, 1997-2000, Brockwood Park School (Alternative School), England

Sziarto, Kristin, Associate Professor, Geography, College of Letters and Science

Education: PhD, 2007, University of Minnesota

Percentage of Time Dedicated to Global/International Studies: 80%

Courses Taught: Population Geography, The World - Peoples and Regions, Nationalities and Nations of the World, Perspectives on Geography

Current Research/Teaching Specialization: Geographies of social movements, immigration policies and immigrant politics in the U.S., Politics of health: urban public health, reproductive health, Gender, sexuality and urban space, Qualitative methods

Sample Publications:

"Whose reproductive futures? Race-biopolitics and resistance in the Black infant mortality reduction campaigns in Milwaukee." *Environment and Planning D: Society and Space*, 35(2), 299-318. (2016).

"[Diverse Muslims in a Racialized Landscape: Race, Ethnicity, Islamophobia, and Urban Space in Milwaukee, WI](#)." *Journal of Muslim Minority Affairs*, 34(1), 1-21. (2014). Co-author: Mansson McGinty, Anna M., and Seymour-Jorn, Caroline.

"Research within and against Islamophobia: A collaboration project with Muslim communities." *Social and Cultural Geography*, 14(1). 1-22. (2013). Co-author: Mansson McGinty, Anna M., and Seymour-Jorn, Caroline.

"[Immigrants Riding for Justice: Space-time and emotions in the construction of a counterpublic](#)." *Political Geography*, 29(7), 381-391. (2010). Co-author: Leitner, Helga.

"Placing Legitimacy: Organizing religious support in a health care workers' contract campaign." *Tijdschrift voor economische en sociale geografie (Journal of Economic & Social Geography)*, 99(4). 406-425. 2008.

Distinctions: Morris Fromkin Memorial Research Award, 2015; LACUSL Advisory Committee, 2014-2015; Co-organizer of LACUSL Speaker Series, 2014

Szczepaniak-Gillece, Jocelyn Assistant Professor, Department of English/Film Studies Program, College of Letters and Science

Education: PhD, 2013, Northwestern University

Foreign Languages: Spanish (3) French (1)

Field Experience: United Kingdom, Germany

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Horror 1985-Present; Introduction to Film Studies; Media Historiography; History of Animation; Introduction to Film Studies; History of Film I: The Development of an Art, 1895-194

Current Research/Teaching Specialization: American Exhibition & History, Media Historiography, Screen & Cinema Technology, Contemporary Global Cinema, Special Effects, Global Animation

Sample Publications:

The Optical Vacuum: Spectatorship and Modernized American Theater Architecture. First book-length monograph devoted to the impact of architect Benjamin Schlanger and the neutralized theater on American exhibition and spectatorship. In production, Oxford University Press (publication date: September 1, 2018).

"Revisiting the Apparatus: The Theatre Chair and Cinematic Spectatorship," Screen 57, no. 3 (Autumn 2016): 253-276.

"Objects, Exhibition, and the Spectator," Film History 28, no. 3 (Autumn 2016), special issue co-edited with Stephen Groening (University of Washington).

Distinctions: Peer reviewer for Screen (University of Glasgow); Center for 21st Century Studies Fellow, University of Wisconsin-Milwaukee.

Takahashi, Shinji, Lecturer, Foreign Languages and Literature- Japanese, College of Letters and Science

Education: MSc, 1995, University of Wisconsin-Madison

Foreign Languages: Japanese (5)

Field Experience: Japan

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: 1st, 2nd, 3rd, 4th and 5th Semester Japanese, Introduction to the Japanese Food Studies, Aikido, Short-term Summer Study Abroad Program to Japan

Current Research/Teaching Specialization: First and second language acquisition, English-Japanese bilingualism, Food studies, English/Japanese as a foreign language, Japanese as a heritage language

Distinctions: STEP (Society for Testing English Proficiency in Japan) examiner and interviewer; President of Wisconsin Association of Teachers of Japanese 2017-18; Board member of Wisconsin Association of Foreign Languages 2017-18; Chairman for the Milwaukee Japanese Association, 2013-present

Tapia, Javier, Associate Professor, Educational Policy & Community Studies, School of Education (Global Studies Affiliate)

Education: PhD, 1991, University of Arizona

Foreign Languages: Spanish (1)

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Global education, Latino studies

Current Research/Teaching Specialization: Global educational studies, Mexican migration to the U.S, Education and Hispanics, Globalization, Mexican immigration, and transnational communities

Sample Publications:

Crecimiento de la poblacion transnacional de Wisconsin. MX Sin Fronteras, no. 14 (febrero, 2005), p. 24.

La Comunidad Mexicana en Wisconsin. MX Sin Fronteras, no. 13 (enero, 2005), p. 34.

Ignorancia y Prejuicios en Wisconsin. MX Sin Fronteras, no. 12 (diciembre, 2004), p. 34.

Intercambio Cultural entre Wisconsin y Guanajuato. MX Sin Fronteras no. 11 (noviembre, 2004), p. 32.

Estudiantes Indocumentados en Wisconsin. MX Sin Fronteras, no. 6 (junio, 2004).

Latino Households and Schooling: Economic and Sociocultural Factors Affecting Students' Learning and Academic Performance. International Journal of Qualitative Studies in Education. Vol. 17 (2004), no. 3. pp. 415-436.

Distinctions: Contributes to partnership projects in education and health between Wisconsin and Mexico

Tasman, Marc, Senior Lecturer, Journalism/Mass Communication, College of Letters and Science (Global Studies Affiliate)

Education: MFA, 2000, Ohio State University

Foreign Languages: Italian (2); French (1); Spanish (3); Portuguese (1)

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Internet Culture, Photojournalism, Media Graphics, Globalization and Information Technology (Global 202)

Current Research/Teaching Specialization: Digital arts and culture, Photography and representation, Semiology, Parody and free speech, Identity and narrative, New media theory and practice

Sample Publications:

Exhibition: WISCONSIN TRIENNIAL 2010 (May 22-Aug. 15). Madison Museum of Contemporary Art (MMOCA), Madison, WI. Curator of exhibitions, Jane Simon.

Performance: 9/9/09 SHOW, Performance Art Showcase, Milwaukee Institute of Art and Design (MIAD), Pegi Taylor-Christensen and John Loscuito, producers. Milwaukee, WI, Sept. 9, 2009

Paper Presented: "Sacha Baron Cohen's Borat: Performance of Anti-Semitism as Jewish Activist Art." Legacy of the Holocaust International Conference, Jagiellonian University in Krakow, Poland, May 2007.

Video Screening: "Who is Stealing My Signs?" 45th Annual Ann Arbor Film Festival, Ann Arbor, Michigan, March 2007.

Featured in Book: Modrak, Rebekah and Anthes, Bill. Reframing Photography: Theory and Practice, Publish Date Nov, 2010, Routledge Press.

Distinctions: Member, Undergraduate International Studies and Foreign Language (UISFL) Grant Advisory Committee

Terando, Lorena, Associate Professor, Translation & Interpreting Studies, College of Letters and Science

Education: PhD, 2001, State University of New York - Binghamton

Foreign Languages: French (5); Spanish (5); Portuguese (2); Italian (1)

Field Experience: Mexico, Argentina, Colombia, Spain, France, Belgium

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Contemporary Women Writers in Translation, Translators as Witnesses, Translation Theory, French to English Intro to Translation, French to English Advanced Translation, Literary Translation (French/Spanish), Comparative Systems in Translation

Current Research/Teaching Specialization: Women's writing and the testimonial, Translation theory, Translation (French and Spanish to English), Memory and witnessing in translation

Sample Publications:

Translation of "Spiral of Silence." Sánchez Blake, Elvira. NUP, publication pending 2018.

Translation of "My Life as a Colombian Revolutionary: Reflections of a Former Guerrillera." Vásquez, Maréa Eugenia. Temple University Press, 2005.

Translation of "The Cocaine War in Context: Drugs and Politics." Boville, Belén. Algora Publishing, 2004.

"Great World Writers: Alejo Carpentier; Nicolás Guillén." New York: Marshall Cavendish, Fall 2003.

Translation of "Beneath my Feet Poppies do not Bloom." Metamorphoses, 10(2). Avila, Consuelo. Fall 2002.

"Traces of Shakespeare in Cuba's Carpentier." In Bernice Kliman and Ricardo Santos (Eds.), Latin American Shakespeares. Fairleigh Dickinson UP, August 2005.

"Bearing Witness through Translation." ATA Chronicle. February, 2005.

Taillefer, Lidia. "Traductografía y traductología en lengua inglesa." Málaga, Ediciones del Grupo de Investigación Traductología. Prologue Lorena Terando, December 2006.

Distinctions: Chair, Translation & Interpreting Studies; Director, Graduate Program in Translation & Interpreting Studies (including Graduate Certificate and MA tracks); Contract Translator, United Nations, 2007-present; Conference Presenter, Congreso internacional e interdisciplinar, Facultad de Filosofía y Letras. Member of Scientific Committee. November 2005; MALLT Coordinating Committee, 2004-2006, 2007-present; Global Studies Research Fellow, 2014-15; CIE Annual Conference Co-Organizer, Spring 2015

Tierney, Richard, Associate Professor, Philosophy, College of Letters and Science

Education: PhD, 1996, Columbia University

Foreign Languages: French (3); Greek (3)

Field Experience: Australia

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Freshman Seminar: Voices of Ancient Philosophy, History of Ancient Philosophy, Elementary Logic, Modern Symbolic Logic, History of Ancient Philosophy, Independent Study Ancient Philosophy, Independent Study Descartess Meditations

Current Research/Teaching Specialization: Aristotle, History of ancient philosophy, Logic, Metaphysics, Modern philosophy

Sample Publications:

"The Scope of Aristotle's Essentialism in the Posterior Analytics." *Journal of the History of Philosophy*, XLII(1). January 2004.

"Review: Aristotle's Theory of Language and Meaning, by Deborah K. Modrak." *The Journal of Philosophy*, XCIX. 203-209. April 2002.

"On the Senses of 'Sumbebekos' in Aristotle." *Oxford Studies in Ancient Philosophy*, XXI. 61-82. 2001.

"Aristotle's Scientific Demonstrations as Expositions of Essence." *Oxford Studies in Ancient Philosophy*, XX. 149-170. 2001.

"Aristotle on the Necessity of Opposites in Posterior Analytics I. 4." *Oxford Studies in Ancient Philosophy*, XXXII. 139-166. Summer 2007.

Distinctions: Australasian Society for Ancient Philosophy, Melbourne University (Melbourne), July 1998; Certificate in Ancient Mediterranean Studies Advisory Committee, 2003-present; Refereeing and Reviewing, Croatian Journal of Philosophy;(Refereeing and Reviewing): *Journal of the History of Philosophy*; *Ancient Philosophy*; Cambridge University Press; Oxford University Press.

Tieszen, Bozena, Adjunct Assistant Professor, Foreign Languages and Literature, College of Letters and Science (Global Studies Affiliate)

Education: PhD, University of Wisconsin – Madison

Foreign Languages: Polish (5); German (5); Swedish (5); Russian (5); Norwegian (2); Danish (2); Classical Greek (2); Hittite (2)

Field Experience: Poland, Germany, Ireland, France

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: German Life and Civilization, Greek and Latin Roots in English, Hittite Myth and History, Indo-European Languages and History, Language and Gender, Diversity of Human Language, General Phonetics, Language and Society, Linguistics, English Grammar and Linguistics for ESL Teachers

Current Research/Teaching Specialization: Comparative Indo-European Linguistics (Greek, Latin, Hittite, Germanic, Slavic); Mythology, History and Languages of Ancient Near East Ethnolinguistics, Experimental Phonology; History of English Words, Hittite Language Myth and History, Proto-Indo-European Language and Culture

Sample Publications:

"Matka Polka (Mother Poland) and the Cult of Virgin Mary: Linguistic Analysis of the Social Roles and Expectations of Polish Women." In Jule, A. (ed.) *Language and Religious Identity*. Palgrave and Mcmillian. 2007.

"Gender-Based-Miscommunication in Legal Discourse and Its Impact on the Clarity of Legal Language." *International Journal for the Semiotics of Law*. Vol.19. Number 1. March 2006. Co-author: Heather Pantoga.

"Stereotype of Poles Among College Students in Wisconsin, USA". *Etnolingwistyka*. Vol.17. March 2006. UMSC. Co-Author: Michael Mikos.

Distinctions: Member of an International Working Group of Linguists conducting research on "Comparative Analysis Cultural and Linguistic Perception of the Slavic World"

Tiffany, Tanya, Associate Professor, Art History, College of Letters and Science

Education: PhD, 2004, Johns Hopkins University

Foreign Languages: French (2); German (1); Italian (3); Latin (1); Spanish (4); Portuguese (1)

Field Experience: Spain, Italy, France, Germany, United Kingdom. Peru

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Renaissance to Modern Art and Architecture, Art in Seventeenth-Century Spain, Introduction to Baroque Art, High Renaissance Art in Italy, Art and Civic Culture in Fifteenth-Century Florence, High Renaissance Art in Italy, Survey of Italian Renaissance Painting and Sculpture, Spanish Visual Art and Culture: 1450-1830; Gender and Art in the Spanish Empire, 1550-1750; Proseminar in Art History

Current Research/Teaching Specialization: Early modern feminine spirituality, Gender and race in the Spanish empire, Visual culture and popular devotion, Artistic theory, Cultural exchange in the early modern world; Art History of Spain and the Spanish World, 1500-1750

Sample Publications:

"The Infant Christ at the Spanish Court: Polychrome Sculptures in the Devotional Practice of Sor Margarita de la Cruz (1567-1633)." *Sixteenth Century Journal*. Forthcoming

Exhibition curated: "Women of the Page: Convent Culture in the Early Modern Spanish World," John Carter Brown Library at Brown University. 2017

"Diego Velázquez's Early Paintings and the Culture of Seventeenth-Century Seville." University Park: Pennsylvania State University Press, 2012.

Distinctions: Interview with Brown University on Spanish and Latin American Women, 2017; Center for 21st Century Studies Fellowship, 2016-2017; Research and Creative Activities Support, 2016; John Carter Brown Library/National Endowment for the Humanities Long-Term Fellowship, 2014-2015

Turner, Trudy, Professor, Anthropology, College of Letters and Science

Education: PhD, 1977, New York University

Field Experience: South Africa, Ethiopia, Puerto Rico, Paraguay, Kenya, Ghana, Gambia, Zambia, Botswana, St. Kitts, Nevis

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Introduction to Anthropology: Human Prehistory, Introduction to Human Evolution, Human Evolution and Variation, Heredity, Environment and Human Populations, Primatology, Conservation

Current Research/Teaching Specialization: Molecular anthropology and evolution, Genetic variation in non-human primates, Primate life history, Biological anthropology and ethics, Growth and development in primates, Vervet monkeys, Human non-human primate interface, Conservation of primates, Women in science

Sample Publications:

"The Genus *Chlorocebus*." Accepted, Cambridge University Press, expected publication date 2018. Turner, M. Cudhea, K. Moran, I. Adams, A. McCoy, M. Ko, T. Matsumoto, M. Raviele.

"Adaptive genetic variation at three loci in South African vervet monkeys (*Chlorocebus pygerythrus*) and the role of selection within Primates." *PeerJ*. 2018. Co-authors: Coetzer, W.G., Turner, T.R., Schmitt, C.A., Grobler, J.P.

"Phylogenetics." In: Trevathan, W. (ed.) *International Encyclopedia of Biological Anthropology*. New York, Wiley. 2018.

"A conservation assessment of *Chlorocebus pygerythrus*." In Child, M.F., Roxburgh, L., Do Linh San, E., Raimondo, D., Davie-Mostert, H.T. (eds.). *The Red List of Mammals of South Africa, Swaziland and Lesotho*. South African National Biodiversity Institute and Endangered Wildlife Trust, South Africa. Co-authors: Hill, R., Coetzer, W.G., Patterson, L. 2016.

Distinctions: Affiliated Professor, Department of Genetics, University of the Free State, S. Africa, 2010-present; Fellow, Mammal Research Institute, Department of Zoology and Entomology, University of Pretoria, Pretoria, S. Africa, 2002-08; Fulbright Visiting Professorship, Mammal Research Institute, Department of Zoology and Entomology, University of Pretoria, S. Africa, 2002; Co-Principal Investigator, NSF A Life History Analysis of Vervet Monkeys in Kenya, 2001-03; Co-Chair, Primate Ecology and Genetics Group, S. Africa, 2003-12

Vater, Katie Assistant Professor, Spanish Peninsular Literature, Spanish and Portuguese, College of Letters and Science

Education: PhD, Spanish Literature, Pennsylvania State University

Foreign Languages: Spanish (4) German (2)

Field Experience: Spain, Germany

Percentage of Time Dedicated to Global/International Studies:

Courses Taught: 19th, 20th and 21st century literature; historical literature, especially historical memory and Spanish Civil War literature; art and artists in literature.

Current Research/Teaching Specialization: Ekphrasis and the intersection of visual arts and literature; the historical novel in late 20th and early 21st centuries in Spain; women's writing in Spain in the post-war period to the present; and the Künstlerroman genre.

Sample Publications:

"Seeing the World Upside Down: Visual Culture in Carmen Martín Gaité's *El cuarto de atrás*." *Bulletin of Spanish Studies / Taylor and Francis* 92.1 (2015): 1-20.

"Picturing Decadence: The Female Aristocratic Subject in Manuel Machado's Ekphrastic Portrait Poems." *Hispanófila* 171. (2014): 237-251.

Distinctions: Modern Language Association, 2013-present

Vesely, Filip, Assistant Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2002, Purdue University

Foreign Languages: Czech (5)

Field Experience: Czech Republic, Germany, France, Hong-Kong, Taiwan

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Advanced Macroeconomics Theory II, Advanced Independent Study, Mathematical Economics, Monetary Theory and Policy, Engineering Economics and Finance, Game Theory, Intermediate Macroeconomics, Introductory Economics, Introductory Microeconomics, Managerial Macroeconomics, Money and Banking, Principles of Macroeconomics, Seminar on Sovereign Debt.

Current Research/Teaching Specialization: Macroeconomics, Mathematical Economics, Monetary Theory and Policy, Money and Banking, Game Theory

Sample Publications:

"Differentiated Assets: An Experimental Study on Bubbles," *Economic Inquiry*, 51(3), July 2013: 1731-1749. with Kenneth S. Chan and Vivian Lei).

"Do Separation Rules Matter? An Experimental Study of Commitment," *New Zealand Economic Papers*, 45(1-2), April 2011: 97-117 (with Vivian Lei and Scott Drewianka).

"Forgive or Buy Back: An Experimental Study of Debt Relief," *Review of Economic Design*, 14(3-4), Sept 2010: 291-309 (with Steven Tucker and Vivian Lei).

"In-Group vs. Out-Group Trust: The Impact of Income Inequality," *Southern Economic Journal*, 76(4), April 2010: 1049-63 (with Vivian Lei).

Distinctions: Guest Professor; Visiting Assistant Professor, Academic Visitor: GATE-Groupe d'Analyse et de Théorie Economique Lyon St Etienne (2015-2016) Justus Liebig University Giessen, Germany (Summers 2010, 2012, 2015) University of Potsdam, Germany. (Summer 2009) University of Science and Technology, Hong Kong (2006-2007)

Wang, Ying, Associate Professor, Art History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, University of Pittsburgh

Foreign Languages: English (4); Chinese (5); Japanese (2); French (1)

Field Experience: China, Tibet, Taiwan, Sweden

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Arts of Asia, Bronze Age in China, Buddhist art; Bronze Age Cultures of China and Northeast Asia, Modern and Contemporary Chinese art and its Cultural Heritage

Current Research/Teaching Specialization: Pilgrimage and archaeology of Tibet. Bronze Age art and culture of China, Chinese painting, arts of Japan

Sample Publications:

“Lieshan Cemetery in Archaeological Landscape”, Journal of Tibetology, ed. by the Center for Tibetan Studies of Sichuan University, 2019

“Indus River Civilization and cultural -interactions,” Dazuxue Lectures—Image, Text and Heritage. Beijing: Kexue Press, 2019

“艾罗拉的冈底斯神山--凯拉萨纳塔神庙的建筑传承/The Holy Mountain Gangdis at Ellora—the architectural heritage of the Kailasanatha Temple,” 汉藏佛教艺术研究/Sino-Tibet Buddhist Art. ed., Liao Yang. Hangzhou: Zhejiang University Publisher, 2017. 590-617

Distinctions: 1996, Visiting Scholar of the Academia Sinica of Taiwan, Institute of Philology and Histology; CIE/OUR Undergraduate Research Travel Award, 2014

Wang, Xiaorong, Lecturer, Foreign Languages and Literature, College of Letters and Science

Education: MA, 2009, East China Normal University

Foreign Languages: Chinese (5)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Chinese language and culture

Current Research/Teaching Specialization: Chinese pedagogy, Teaching different levels of Chinese language

Distinctions: Leader of UWM Study Abroad Summer Program in China, 2007-12; Chinese instructor in Middlebury summer program, 2010; Chinese teacher, Hochschule University, Germany, 2007; ACTFL OPI training, Frequent ACTFL conference participant, 2009-13

Wheatley, Kathleen, Associate Professor, Spanish and Portuguese, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1995, University of Michigan

Foreign Languages: Spanish (4); French (2); Hebrew (2)

Field Experience: Mexico, Spain, Israel, Argentina. Peru

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Introduction to Hispanic Linguistics, Spanish Phonetics and Phonology, Spanish Syntax and Morphology, Topics in Hispanic Linguistics, Advanced Spanish Writing and Reading, Language Teaching Methods; Latin American Dialectology

Current Research/Teaching Specialization: Hispanic Linguistics; Second Language Acquisition and Methodology

Sample Publications:

“Responses to Language Endangerment. In Honor of Mickey Noonan: New Directions in language documentation and language revitalization.” Amsterdam: John Benjamins. 2013

"Formulaic Language." 2 vols. Amsterdam: John Benjamins, 2009. Co-editor: R. Corrigan.

"Introduction: Approaches to the study of formulae." In Formulaic Language. Amsterdam: John Benjamins. 2009. Co-authors: R. Corrigan et al.

"How Students learn object pronouns in Spanish." UW System Lesson Study Project:

<http://www.uwlax.edu/sotl/lsp/gallery.htm>. 2008. Co-authors: E. Suárez-Felipe and M. Zeise.

Distinctions: CLACS Advisory Committee, 2016-Present; Co-organizer for Spanish event with Milwaukee Public Library, 2017; NRC Professional Development Grant, 2016; CLACS Representative, “Sustainable Partnerships for Latin American LCTLs through Distance Learning,” Vanderbilt University, 2016; NRC Travel Grant, 2015; Reviewer of Spanish phonetics textbook, Routledge, 2015; Milwaukee Latino-Jewish Alliance; NRC Grant Program Advisory Committee, Ongoing

Weinhardt, Lance, Professor, Community and Behavioral Health Promotion, Associate Dean for Research, Zilber School of Public Health

Education: PhD, 1999, Syracuse University

Field Experience: Malawi, South Africa

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Research Design in Community and Behavioral Health Promotion, Seminar in Public Health Research, Introduction to Public Health

Current Research/Teaching Specialization: HIV Prevention; Structural Interventions to impact health including HIV; LGBT Adolescent Health

Sample Publications:

“Do Assessments of HIV Risk Behaviors Change Behaviors and Prevention Intervention Efficacy? An experimental examination of the influence of type of assessment and risk perceptions.” *Annals of Behavioral Medicine*, 49, 358-370. 2015. Co-authors: Glasman L, Skinner D, Bogart, L., McAuliffe T, Kalichman SC, Sitzler, C., Toefy, Y., & Weinhardt LS.

“Mixed-method quasi experimental study of outcomes of a large-scale multilevel economic and food security intervention on HIV vulnerability in rural Malawi.: *AIDS and Behavior*, 21, 712–723. doi: 10.1007/s10461-016-1455-1. 2-17. Co-authors: Weinhardt LS, Galvao LW, Yan AF, Stevens PE, Mwenyekonde T, Ngui E, Emer L, Grande KM, Mkandawire-Valhmu L, Watkins, SC.

“Transgender and gender non-conforming youth’s public facilities use and psychological well-being: A mixed method Study.” *Transgender Health*, 2, 140-150. <https://doi.org/10.1089/trgh.2017.0020>. PMID: 29159308. Weinhardt, LS, Stevens, P, Xie, H., Wesp, L, Chavez-Korell, S, John, SA, Apchemengich, I, Kioko, D, Cochran, K, Watjen, J, Lambrou, N. (2017).

Wells, Kay, Assistant Professor, American Art and Architectures, Art History, College of Letters and Science

Education: PhD, University of Southern California

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: American Art, Renaissance to Modern Art and Architecture

Current Research/Teaching Specialization: American art, Modern art and design, craft, and decorative art, Architecture, Material and visual culture, The relationship between tapestry and modernist painting, Contemporary artists’ tapestries, Modernist art criticism and design reform, Artists’ studios and colonies, Colonial revival

Sample Publications:

Review of Timothy Erwin, *Textual Vision: Augustan Design and the Invention of Eighteenth-Century British Culture*. 19, no. 3. *Eighteenth-Century Fiction*, 2017: 508-510.

“Rockefeller’s *Guernica* and the Collection of Modern Copies.” *Journal of the History of Collections* 27.2 (2015): 255-277.

Review of Decorum, *Musee d’ Art Moderne de la Ville de Paris*. 7.3 *Journal of Modern Craft*, 2014: 329-333.

“Serpentine Sideboards, Hogarth’s Analysis, and the Beautiful Self.” *Eighteenth-Century Studies* 46.3 (2013): 399-413.

Distinctions: Bard Graduate Center Research Fellowship, Bard Graduate Center for Decorative Arts, Design History, and Material Culture, June-August 2016; Center for 21st Century Studies Fellow, UW-Milwaukee, 2015-2016 Alternate

Whittingham, Linda, Professor, Biological Sciences, College of Letters and Science

Education: PhD, 1992, Queen's University Kingston, Canada

Field Experience: Norway, Australia, Cuba, West Africa

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: General Ecology, Survey of Zoology, Foundations in Biological Sciences, Evolution and Ecology of Birds, Senior Seminar in Conservation and Environmental Sciences

Current Research/Teaching Specialization: Using field studies and genetic techniques to study evolutionary questions, Animal behavior, Ornithology and systematics, Evolution, ecology, animal behavior, Life-history characteristics

Sample Publications:

"Extra-pair mating and sexual selection on male traits across populations." *Wilson Journal of Ornithology*. 2014. Co-author: P.O. Dunn.

"Spatial distribution of nests constrains the strength of sexual selection in a warbler." *Journal of Evolutionary Biology*, 26. 1392-1405. 2013. Co-authors: Taff, C. C., C. R. Freeman-Gallant, and P. O. Dunn

"Social and extra-pair mating in relation to major histocompatibility complex variation in common yellowthroats." *Proceedings of the Royal Society London B*, 279. 4778-4785. 2012. Co-authors: Bollmer, J. L., P.O. Dunn, and C. R. Freeman-Gallant.

"Relationship between brood sex ratio and male ornaments depends on male age in a warbler." *Animal Behaviour*, 81. 619-625. 2011. Co-authors: Taff, C.C., C.R. Freeman-Gallant, and P.O. Dunn.

Distinctions: 6 NSF Grants, 2000-13; Visiting Associate Professor, Univ. of Melbourne, Australia, 2005-06; Councilor, International Society for Behavioral Ecology, 2000-04; Chair of Cooper Society Publications Committee 2008-09; Postdoctoral Research Associate and Lecturer, Australian National University, 1993-94; Postdoctoral Research Fellow, Museum of Zoology, University of Oslo, Norway, 1992

Wilson, Anika, Associate Professor, Africology, College of Letters and Science

Education: PhD, 2008, University of Pennsylvania

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Black Reality: Survey of African-American Society, Sex, Marriage, and Healthcare in the Afroworld: Focus on AIDS in Sub-Saharan Africa, Cultural Transmissions: Black Africa, Black America, Memory and Tradition: Identity Making in Africa

Current Research/Teaching Specialization: Rumor, gossip, and contemporary legend, Vernacular health beliefs and practices, Medical anthropology, Marriage, gender, and law in southern Africa, Oral history, Religious practices of southern Africa, International human rights

Sample Publications:

"Folklore, Gender, and AIDS in Malawi: No Secret Under the Sun." Palgrave Macmillan. 2013

"Of Love Potions and Witch Baskets: Domesticity, Mobility, and Occult Rumors in Malawi." *Western States Folklore Society* (Ed.). *Western Folklore*, 71(2), 149-173. 2012

"Treating the Government Disease: AIDS Conspiracy Rumors, the Government of Malawi, and the Rhetoric of Accountability." *Contemporary Legend*, 2, 57-84. 2012.

Distinctions: UW- Milwaukee Graduate School Research Committee Award, for project entitled Strange Bedfellows: International human rights, customary laws, and the marital disputes of Malawian women, 2010-11; Presenter, National AIDS Commission of Malawi Annual Research Dissemination Conference: Lilongwe, Malawi. May 2006; Member, Association for Africanist Anthropology ; Elli-Kongas Maranda Professional Prize from Women's Section of the American Folklore Society, 2014 Awarded for book *Folklore, Gender and AIDS in Malawi: No Secret Under the Sun* (Palgrave Macmillan 2013); Visiting Scholar, Africa Center, University of Pennsylvania 2014-15

Winkler, Erin, Associate Professor, African and African Diaspora Studies, College of Letters and Science

Education: PhD, 2005, University of California, Berkeley

Foreign Languages: Portuguese (1)

Field Experience: Brazil

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Research Methods in Africology; Raising Children, 'Race-ing' Children; Foundations and Theories in Africology; Introduction to Qualitative Research Methods; Race/Ethnicity and the Psychology of Oppression

Current Research/Teaching Specialization: Children and Race; Sociology of Race; Psychology of Race; Racial Identity; Racial Geography; Qualitative Methods

Sample Publications:

"Racism as a threshold concept: Examining learning in a 'diversity requirement' course." *Race, Ethnicity and Education*, 1-19.

"Why does Latino/a Youth Literature Matter? How Children and Young Adults Learn about Race." *The Américas Award: Honoring Latino/a Children's and Young Adult Literature of the Américas*, ed. L. Henderson. Landham, MD: Lexington Books, 7-26.

"My aunt talks about black people all the time": The significance of extended family networks in the racial socialization of African American adolescents. In *Extended Families in Africa and the African Diaspora*, edited by Osei-Mensah Aborampah and Niara Sudarkasa, 273-295. Trenton, NJ: Africa World Press 2011.

"Children are not colorblind: How young children learn race" (pdf 271KB). *PACE: Practical Approaches for Continuing Education* 3(3):1-8. HighReach Learning, 2009.

Distinctions/Academic Experience: Urban Studies Travel Grant, 2017; Arts and Humanities Research-Travel Award, 2015, 2017; Invited Consultant, Smithsonian National Museum of African American History and Culture, Washington, D.C., 2016-2017; Train Madison and Milwaukee area School Teachers about Diversity Issues, Ongoing; Collaborate with nonprofit Proyecto Bembe to teach Children about the Social Construction of Race, Ongoing

Wipplinger, Jonathan, Associate Professor of German, Foreign Languages and Literature, College of Letters and Science

Education: PhD, 2006, University of Michigan

Foreign Languages: German (5)

Field Experience: Germany

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: German language, literature, and culture 1750-present

Current Research/Teaching Specialization: 20th century intercultural exchanges within German culture, esp. via music

Sample Publications:

The Jazz Republic: Music, Race, and American Culture in Weimar Germany. Ann Arbor: University of Michigan Press, 2017.

"Germany, 1923: Alain Locke, Claude McKay and the New Negro in Germany." *Callaloo: A Journal of African Diaspora in Arts and Letters*. 36.1 (Winter 2013): 106-124.

"'Ich schnitt in seine Rinde so manches liebe Wort.' Liebe zum Grammophon und grammophonische Liebe bei Thomas Mann." Thomas Mann. *Neue kulturwissenschaftliche Lektüren*, eds. Stefan Börnchen, Georg Mein, and Gary Schmidt. Munich: Fink Verlag. 2012. 139-148

"Frederic Spotts, Cursed Legacy: The Tragic Life of Klaus Mann. New Haven and London: Yale University Press, 2016," forthcoming in *Yearbook of German-American Studies*.

Distinctions/Academic Experience: Fulbright Grant. Baden-Württemberg Seminar for American Faculty in German and German Studies. Tübingen, Germany. June 9-22, 2013; Collaborative Language Program Grant for Course Redesign, 2017; Kaden Fund and UWM German Internship Program Coordinator, 2017-Present

Wolfram, Dietmar, Professor, Information Studies, School of Information Studies (Global Studies Affiliate)

Education: PhD, 1990, University of Western Ontario

Foreign Languages: German (3); French (2)

Field Experience: Canada, China, Egypt, Germany, India, Brazil

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Research Methods for Information Studies, Information Access and Retrieval, Doctoral Seminar in Current Issues in Information Studies

Current Research/Teaching Specialization: Information Science; Information retrieval (IR) systems design & evaluation, Informetrics and scholarly communication, Technology education for the information professions

Sample Publications:

“An examination of research data sharing and re-use: Implications for data citation practice.” *Scientometrics*, 111(1), 443-461. DOI: 10.1007/s11192-017-2240-2. 2017. Co-author: Park, H.

“Vocabulary size and its effect on topic representation.” *Information Processing & Management*. 53, 653-665. DOI: 10.1016/j.ipm.2017.01.003. 2017. Co-authors: Lu, K., Cai, X., Ajiferuke, I..

“An exploration of search session patterns in an image-based digital library.” *Journal of Information Science*, 42(4), 477-491. DOI: 10.1177/0165551515598952. 2016. Co-authors: Han, H

Distinctions: Visiting Faculty Member (Cairo University, Egypt; Fachhochschule Hamburg, Germany; Wuhan University, China; Mysore University, India).

Wolock, Lia, Professor, Department of Journalism, Advertising, and Media Studies

Education: PhD, 2018, University of Michigan

Foreign Languages: Hindi (4) Urdu (3)

Field Experience: India

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Culture in the Digital Era, Seminar in Global Media, Principles of Media Studies

Current Research/Teaching Specialization: Media, migration, and identityRace, immigration, and cultural citizenship, South Asian and diasporic media, Cultural studies, critical race and postcolonial theory, Digital and transnational media, Media industries, production and curation cultures

Sample Publications: “Race and Ethnicity in Post-network American Television: From MTV-Desi to Outsourced.” *Television and New Media* 6: 7 (Nov 2015), 664-679. Co-authors: Aswin Punathambekar.

Distinctions: Founding Member, U of Michigan Global Media Studies Initiative, 2015-Present; FLAS fellowship, India, 2009; Critical Language Scholarship, India 2010; James A. Winn Graduate Student Fellow, 2017; Top Student Paper, ICA, 2016;

Wood, W. Warner, Associate Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1997, University of Illinois at Urbana-Champaign

Foreign Languages: Spanish (4)

Field Experience: Mexico

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Introduction to Anthropology- Culture and Society; Anthropology, Aesthetics, and Art; Administration and Organization of Museums; Advanced Seminar in Museological Problems

Current Research/Teaching Specialization: Museum Studies & Public Anthropology; Expressive & Material Culture; Globalization; Environmental Culture & History; Tourism identity

Sample Publications:

"Just how important is Pristine Nature? Authenticity in Ecotourism on the Pacific Coast of Oaxaca." For submission to *Annals of Tourism Research*. In prep.

"Art by Dispossession at El Paso Saddleblanket Company: Commodification and Graduated Sovereignty in Global Capitalism." *Art and Sovereignty in Global Politics*, eds. Douglas Howland, et al. New York: Palgrave. 2017.

"Nuestra Casa: An Advocacy Initiative to Reduce Inequalities and Tuberculosis Along the US-Mexico Border." *International Public Health Journal* (8)2: 107-119, with Eva M. Moya, et al. 2016.

"Nuestra Casa, the Exhibition." Centennial Museum and Chihuahuan Desert Gardens, University of Texas at El Paso, El Paso, TX. Co-curated with Lucia Dura, Eva Moya, Guillermina Núñez-Mchiri, Damien Schumann, and Arvind Singhal, 2012.

"A River Interrupted: Making the Case for Changing Our Management of the Rio Grande." Centennial Museum and Chihuahuan Desert Gardens, University of Texas at El Paso, El Paso, TX, 2011. Co-curated with Scott Culter, Judith Rios Aranas, John Sproul, and Elizabeth Walsh.

Distinctions: Presenter, "Exhibiting Campesino Conservation: Digital Story-Telling and the New Rurality in Oaxaca, Mexico," American Anthropological Association Annual Meeting, Washington, D.C., 2017; Smithsonian Summer Institute of Museum Anthropology Fellowship, 2016; Collaborative Research Projects in the Digital Humanities: Grant Writing Award, 2015; Consultant, Servicios Eco-turisticos de La Ventanilla, Oaxaca, Mexico, Ongoing

Xu, Jian, Associate Professor, French, Italian, Comparative Literature--Comparative Literature, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, University of Iowa

Foreign Languages: French (1); Chinese (5)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Literature and Film, Literature and Society, Masterpieces of 20th Century Literature, Cultural Identity and the Postcolonial Text, The Truth of Others, Asian Literature, Gangster Film in the East and West, Body and Desire from Hollywood to Bollywood, Modern Chinese Literature in a Global Context, Popular Film and the Politics of Pleasure, Cross-Cultural Position-Taking and Criticism, Contemporary Imagination in Literature and the Arts, World Literature in Translation-17th-21st Century, Possible Worlds in Literature and Film.

Current Research/Teaching Specialization: 20th Century Chinese Literature and Cinema, Asian literatures and cinemas, World literature, World cinema, Contemporary Chinese cinema, Possible Worlds in Literature and Film, Contemporary Chinese Cinema.

Sample Publications:

"Radical Ethnicity and Apocryphal History: Reading the Sublime Object of Humanism In Zhang Chengzhi's Late Fictions." *Positions: East Asia Cultures Critique*, 10(3). 525-546. Winter 2002.

"Retrieving the Working Body in Modern Chinese Fiction: The Question of the Ethical in Representation." *Modern Chinese Literature and Culture*, 16(1). 115-152. Spring, 2004.

"Body, Earth, and Migration: The Poetics of Suffering in Zhang Wei's September Fable." *Modern Language Quarterly: A Journal of Literary History*, 67(2). 245-264. June 2006.

"Subjectivity and Class Consciousness in Hong Ying's Autobiographical Novel *The Hungry Daughter*." *The Journal of Contemporary China*, 17(56). 529-42. 2008.

Distinctions: Faculty Fellowship, Institute for Research in the Humanities, UW-Madison, 2006-07; CIE Course Development Grant, 2006; Member, Association for Asian Studies

Yoon, Hyejin, Assistant Professor, Geography, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2008, The Ohio State University

Foreign Languages: Korean (5); French (1)

Field Experience: Canada, South Korea

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Geography of Asia, Economic Geography, Economics and the Environment (Global 201), Quantitative Analysis in Geography, Geographic Perspectives on Geography

Current Research/Teaching Specialization: Globalization of the animation industry, Korean immigrants in Canada, Global Production Network, Economic geography, Urban geography, Regional innovation systems, Economic development, Cultural and creative industry, Digital Economy, Transnational migration

Sample Publications:

“Career-family strategies and spatial mobility among South Korean women scholars,” *Asian and Pacific Migration Journal* 27(1) 101-120. 2018. Co-author: H. Kim.

“Influences of cultural value on the career barriers and choices of highly-educated South Korean women,” *The Journal of Employment and Career* 7(3): 109-128. 2017. Co-author: H. Kim.

“Globalization of the animation industry: multi-scalar linkages of six animation production centers,” *International Journal of Cultural Policy*, 23 (5): 634-651. 2017.

“Promoting Decent Work in Global Supply Chains: The Animation/VFX Industry.” In: *International Labour Organization (Ed.) Sectoral Studies on Decent Work in Global Supply Chains: Comparative Analysis of Opportunities and Challenges for Social and Economic Upgrading*. International Labour Organization, Geneva, Switzerland, pp. 89-124. 2016.

Distinctions: Teaching Fellow, Global Studies Program, 2009-11; Frequent Conference Presenter/Lecturer, Kyung Hee University, Dongguk University, and University of Colema etc., South Korea, 2010-13; Member, Korean Geographical Society, Association of Korean Economic Geographers, Korean Association of Space and Environmental Research; Member, Asian Studies Global Studies Advisory Committee, 2011-present

Zhang, Jin, Associate Professor, Information Studies, School of Information Studies (Global Studies Affiliate)

Education: PhD, University of Pittsburgh

Foreign Languages: Chinese (5)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Database management, System analysis and design, Web-based library automation, System analysis and design, Information storage and retrieval

Current Research/Teaching Specialization: Information storage and retrieval algorithms, Database management

Sample Publications:

Zhang, J. (2008). *Visualization for Information Retrieval*. Springer.

Zhang, J., & Lin, S. (2007). Multiple language supports in search engines. *Online Information Review*, 31(4), 516-532.

Liu, Y. Q., & Zhang, J. (2001). Digital library infrastructure -- A case study on sharing information resources in China. *International Information and Library Review*, 33, 205-220.

Zhang, J., & Dimitroff, A. (2005). The impact of webpage content characteristics on the webpage visibility in search engine results (Part I). *Information Processing & Management*, 41, 665-690.

Zhang, J., Wolfram, D., & Wang, P. (2009). Analysis of query keywords of sports-related queries using visualization and clustering. *Journal of the American Society for Information Science and Technology*, 60(8), 1550-1571.

Zimmer, Michael, Assistant Professor, Information Studies, School of Information Studies

Education: PhD, 2007, New York University

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Information Science & Technology, Information Technology Ethics, Information Privacy, Information Policy

Current Research/Teaching Specialization: Internet Research Ethics, Big Data Ethics, Privacy and Mobile Applications, Libraries & Privacy

Sample Publications:

"Internet Research Ethics for the Social Age: New Challenges, Cases, and Contexts." New York: Peter Lang. 2017. Co-author: Kinder-Kurlanda, K.

"Making the World More Open and Connected": Mark Zuckerberg and the Discursive Construction of Facebook and Its Users. New Media & Society. 2016. Co-authors: Hoffmann, A., Proferes, N., and Zimmer, M.

"Librarian attitudes regarding information and Internet privacy." Library Quarterly, 84(2). 123-151. 2014.

"Patron privacy in the "2.0" era: Avoiding the Faustian bargain of library 2.0." Journal of Information Ethics, 22(1). 44-59. 2013.

"Secrets about secrecy: An introduction. [Preface: Special issue on Ethics of Secrecy]." International Review of Information Ethics, 17. 1-2. 2012. Co-author: Nagel, D., Rath, M.

"On considering the application of Amartya Sen's capability approach to an information-based rights framework." Information Development, 29(2). 106-113. 2012. Co-authors: Britz, J., Hoffmann, A., Ponelis, S., & Lor, P.

Distinctions: Co-principle investigator on grant "Mapping Privacy and Surveillance Dynamics in Emerging Mobile Ecosystems: Practices and Contexts in the Netherlands and US", which is a jointly funded grant from the U.S. National Science Foundation (NSF) and the Netherlands Organisation for Scientific Research (NWO). Only 5 awards were jointly made by both NSF and NWO under this program.

Co-chair of Association of Internet Researchers Ethics Committee, 2016-present (international service)

Treasurer and Executive Committee Member, Association of Internet Researchers, 2009-2015 (international leadership)

Zinck, Bernard, Associate Professor, Violin; Director of Institute of Chamber Music and Chamber Music Coordinator, Peck School of the Arts

Education: DMA, 2006, Temple University

Field Experience: France, Ireland, England, Italy, Spain, Holland, Hungary, Haiti, South Korea, Japan, Canada, Mexico

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Violin master classes, Chamber Music master classes, Violin lessons, Chamber Music coachings.

Current Research/Teaching Specialization: Violin, Chamber music, Community Outreach, Pedagogy, Performing Art Injuries.

Distinctions: Capes Grant, Brazilian Ministry of Education, 2012; Yehudi Menuhin Trust Award Winner, Paris, 1992, 2018 Civic Music Association Award "Excellence in Studio Teaching"

Tatiana Joseph, Assistant Professor, Curriculum and Instruction, School of Education

Education: PhD, 2013, University of Wisconsin-Milwaukee

Foreign Languages: Spanish

Field Experience: Costa Rica

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: History and Politics of Bilingual Education, World Language Methods and Materials, Critical Issues and Methods in World Language Education, Instructional Research and Theory, Principles and Methods of Teaching ESL, Language, Content, and Comprehensible Input.

Current Research/Teaching Specialization: First Language Maintenance, Second Language Acquisition, Culturally Responsive Teaching, Critical Race Theory, Curriculum Development and Teacher Preparation.

Sample Publications:

Joseph, T. (2018) "Learn English on your Own Time": The Experience of Low Income English Learners in a Catholic High School. *Critical Childhood Policy Studies*

Joseph, T. & Evans, L. (2018). Preparing Preservice Teachers for Bilingual and Bicultural Classroom in an era of Political Change. *Bilingual Research Journal*, 10.

Joseph, T.; Velez, W. & Antrop-Gonzalez, R. (2016). The Experiences of Low-Income Latina/o Families in an Urban Voucher, Parochial School. *Journal of Latinos and Education*.

Joseph, T. (2016). "We Have Rights, and we can Make it Right": Application of Photovoice as a Tool of Empowerment with Low Income Latinx Students. *Journal of Ethnographic and Qualitative Research*.

Distinctions: (2014). Young Alumna of the Year Award. College of Education. Marquette University.

Statement on Diverse Perspectives

Situated in Wisconsin's largest urban area, the University of Wisconsin-Milwaukee is sustained by an environment that has always reflected multiple aspects of diversity. The larger community includes some of the state's wealthiest and poorest families; it is Wisconsin's most ethnically diverse region; its electorate reliably spans the political and ideological continuum. These diversities manifest themselves in all of the work that the Center for International Education does; they will be equally impactful as CIE implements the activities funded by the NRC grant.

CIE was established with interdisciplinarity as a core principle. It provides a unique intellectual space where a conservative economist, a human rights advocate and a biologist can collaborate to address a water access issue in Latin America. The Center's outreach arm, the Institute of World Affairs, engages with the corporate and grassroots advocacy communities with equal frequency and effectiveness.

While all sides of a contentious issue are not represented in each single event or program, CIE has a proven record of remarkable balance over time. Thus, a program featuring a speaker with a strongly pro-Israel perspective will be followed at a future event by someone with equally strong views on Palestine.

The diverse nature of the student population is another guarantor of a wide range of views. Fundamental to UWM's commitment to providing access to the area's under-served youth is a belief that these students have an important and necessary perspective to bring. They often see connections between global issues and our own community that other students may not. CIE is committed to ensuring that their voices are part of the discussion.

A review of the activities proposed in this application reveals the inclusive nature of CIE programming. A student pursuing a Global Studies degree will engage with issues from a wide range of disciplinary perspectives; language learners will be exposed to diverse worldviews among and within the societies and cultures they are studying; K-12 educators seeking professional development opportunities will hear from experts with experience and outlooks that inspire them to explore topics and regions in ways they have never imagined.

Plato is quoted as saying, "The city is what it is because the citizens are what they are". Similarly, the Center for International Education is reflective of the diversities found in the community it serves. The students, faculty and public who interact with the Center have come to expect and appreciate a wide range of worldviews. To provide less would not only be contrary to the principles upon which CIE was founded, but unacceptable to the people we serve.

Encouragement of Service in Areas of Need

The interdisciplinary approach that guides much of what the Center for International Education does is well suited to address the identified areas of national need as well as those of the education, business, and non-profit sectors. UWM currently offers instruction in many of the priority world languages. Moreover, its nationally-recognized Global Studies degree is designed to prepare students for careers in a wide variety of international fields. Global Studies partners with a diverse array of university programs, including public health, sustainable development, freshwater sciences, and business and entrepreneurship.

By combining study abroad, mastery of a world language, examination of the processes of globalization, and real-world internship experience, Global Studies students develop critical intercultural communication skills that prepare them for careers in which the ability to function effectively in multicultural and international environments is essential. The program's many track options allow students to align these general skills with a particular topical emphasis, including areas like Global Health, Global Management, and Global Sustainability and Development. Throughout the program, students choose their curricular pathways with an eye toward a particular career. Thus, in most cases, the goal students are pursuing is a job in one of the identified areas of need.

The face America shows to the world should reflect our society at home. One of the important priorities of the activities in this grant application is to bring more diversity to the population of students pursuing international careers. Through the Institute of World Affairs, the outreach arm of CIE, under-represented youth engage with the university while still in high school and even before. Through IWA programming, these students explore connections between global issues and what is happening in their own communities. The emphasis is on finding solutions, and the ability of each of us to be a change-maker.

A program to be piloted in this grant is the Wisconsin Global Education Opportunity (WisGEO) initiative, undertaken in partnership with the Metropolitan Milwaukee Association of Commerce World Trade Association (WTA). With NRC support, WisGEO will identify under-represented area youth interested in exploring international careers. WTA will pair these students with member companies engaged in global business. IWA will provide related co-curricular activities that help them explore potential career pathways, and begin planning for the next steps in their education.

In addition to these initiatives, CIE will expand capacity among K-16 LCTL instructors with a goal to increase enrollments by 10%. The Center will also work to increase the number of ACTFL Oral Proficiency Interview certified instructors in each of the four years of the grant.

Though the activities to be funded by the grant cut across many areas, the common thread is the preparation of students for careers in a global context. Throughout this learning process, they will be given the tools to meaningfully explore where they want to go next. Experience has shown that many will choose careers in the identified areas of need.

Performance Measure Forms for Project-Specific Measures

1. Project Goal Statement: Expand reach of LCTL training and postsecondary global studies teaching and research									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase enrollments in LCTL courses by 10% by the end of the grant period.	A.1 Increase pedagogy and assessment training for LCTL instructors A.2 Redesign and develop new LCTL courses A.3 Certify LCTL instructors in ACTFL OPI.	# of programs/ courses created # of students enrolled	Annual	Campus records	1226	1257	1288	1320	1353
B) Provide professional development to 100+ K-16 language instructors and pre-service teachers by end of grant period.	B.1 Organize and offer workshops on K-16 Teaching Methodologies B.2 Facilitate teacher certification in LCTLs B.3 Develop K-16 digital LCTL teaching materials	# of attendees/ enrollees; participant surveys	Annual	Language Resource Center records	20	25	25	25	25

1. Project Goal Statement: Expand reach of LCTL training and postsecondary global studies teaching and research

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase number of Global Studies majors and minors by 20% by year four.	C.1 Develop new Global Studies curriculum to enhance sustainability, security, and health tracks	# of new courses developed	Annual	Campus records	119	125	131	138	145
	C.2 Disseminate information to campus advising staff.	# high school contacts reached		CIE staff records					
	C.3 Market programs to students via high school teachers and counselors, directly and through UWM recruitment and outreach staff.	# students enrolled							
		# new faculty teaching GS courses							

2. Project Goal Statement: Engage more underrepresented undergraduates and high school students in international studies

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Expose 500+ educators and students from community and technical colleges and Hispanic-Serving Institutions in globally focused courses and programs by the end of the grant cycle.	A. 1 Offer workshops on Civic Engagement and Diverse Perspectives with Alverno College for K-16 educators. A. 2 Infuse technical and community college curriculum with global content	# redesigned courses # of participants in workshops and redesigned courses	Annual	Campus records	75	75	125	150	150
B) Increase by 25% the number of underrepresented students in Global and International Studies courses by end of grant period.	B.1 Create Global Social Innovation and Entrepreneurship programming in partnership with multicultural units B. 2 Increase number of student-focused programs and events with socio-cultural programming and language departments B. 3 Create an online Global Studies minor	# of under-represented students enrolled in courses and participating in programming # of students in GS minor	Annual	Campus records	91	96	102	108	114

2. Project Goal Statement: Engage more underrepresented undergraduates and high school students in international studies

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Reach 1000+ 6-12 students in Milwaukee Public Schools in Global Education curricular and co-curricular programming annually by the end of the grant.	<p>C.1 Develop Global-to-Local Citizenship Initiative for Milwaukee youth</p> <p>C.2 Support underserved high school students through WisGEO and program access funding for disadvantaged schools</p> <p>C.3 Create Global Library Research Experiences to build media literacy</p>	<p># of students attending programs;</p> <p>Impact of programs through surveys</p>	Annual	CIE records & survey data	400	100	200	300	400

3. Project Goal Statement: Increase global competence of K-12 educators and Education students

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Enroll 10 UWM School of Education (SOE) students in newly approved Global Educator Certificate Program by end of grant period.	A.1 Assist SOE in promoting the certificate A.2 Provide opportunities for pre-service teachers to engage in hands-on global education outreach with youth	# of students enrolled	Annual	Campus records	0	0	2	4	4
B) Involve 200+ current and future teachers in professional development for global competence by end of grant period.	B.1 Support teacher professional development on the UN Sustainable Development Goals & Global Citizenship B. 2 Expand IWA professional development offerings and participation for pre-service teachers through the Globally Engaged Educators Initiative B. 3 Provide fellowships for two K-12 teachers per year to develop curriculum using the AGS Library	# of participants Participant satisfaction surveys and interviews Redesigned curricula	Annual (recorded as prof. dev. events occur)	CIE staff records	30	40	50	50	60



June 18, 2018

Dr. Timothy Duvall
National Resource Centers/FLAS Fellowships Programs
U.S. Department of Education
International and Foreign Language Education
400 Maryland Avenue SW, Room 258-54
Washington, DC 20202

Dear Dr. Duvall:

I am writing on behalf of Milwaukee Public Schools (MPS) to express support for Title VI funding for UW-Milwaukee's Center for International Education. The activities described in the grant application build squarely on the productive existing partnership between MPS and the Center for International Education's outreach arm, the Institute of World Affairs (IWA). This partnership has allowed us to offer enhanced professional development opportunities for our educators and innovative programming for our students.

Based on the quality of these initiatives as reflected in teacher and student feedback, IWA has both the institutional capacity and depth of experience to successfully implement the activities described in their grant proposal. The district will assist in identifying schools and teachers best positioned to participate in these initiatives. The district will also serve as co-organizers of professional development opportunities aligned to these topics.

Title VI funding will help IWA support MPS citizenship teachers and educators from other content areas engaged in service-learning and civic action. This support will include arranging virtual and face-to-face visits to MPS classrooms by global practitioners in democracy and youth participation, and both programmatic and logistical support for related student programming.

This is a particularly opportune time to deepen the MPS/IWA partnership. MPS has successfully piloted a globally-focused curriculum for grades 4-8 in a group of our schools designated as United Nations Schools of International Learning. The first cohort of these students will complete middle school in the 2018-19 school year. Partnering with world studies teachers at 3-4 MPS high schools, IWA will provide enhanced opportunities for students to continue to explore local solutions to global challenges by examining approaches being used around the world to reduce poverty, address inequalities, and create a sustainable future.

We look forward to continuing and broadening this innovative and impactful partnership. On behalf of Wisconsin's largest school district, I am pleased to support this application for Title VI National Resource Center funding.

Sincerely,

Dr. Keith P. Posley, Ed.D.
Interim Superintendent of Schools
KPK/AA/lma

June 19, 2018

Dr. Timothy Duvall
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue, SW/ Room 257-15
Washington, D.C. 20202

Dear Dr. Duvall,

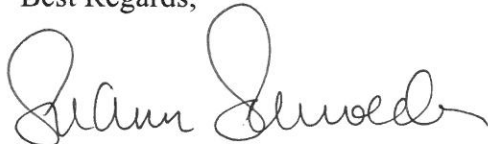
On behalf of the Wisconsin Association for Language Teachers, I am pleased to offer our support for the University of Wisconsin-Milwaukee Center for International Education's application for Title VI funding. The activities described in their proposal align well with our organization's mission to promote, strengthen and facilitate the teaching of world languages and cultures in schools and communities to meet the needs of our increasingly interdependent world.

An assessment conducted in the summer and fall of 2017 by the Wisconsin Language Roadmap Initiative found that historically at a state level, Wisconsin's K-16 educational system has not prioritized the development of world language skills to a high level of proficiency through sequential and articulated programs of study. As a result, Wisconsin risks falling behind other states that have recognized the importance of proficiency in world languages and are investing in language education. Title VI funding will help CIE to address this need.

In particular, our members would welcome enhanced professional development opportunities supported by this grant. CIE's proposed workshops on K-16 language teaching and assessment methods would help broaden access for teachers across the state. Our organization is ready to collaborate and assist in publicizing these events among Wisconsin's world language teachers.

The members and leadership of WAFLT believe students' advanced proficiency in one or more languages in addition to English is important to the economic competitiveness and vitality of the State of Wisconsin. We are confident that, if funded, CIE's proposed programming will support that goal.

Best Regards,

A handwritten signature in black ink, appearing to read "SuAnn Schroeder". The signature is fluid and cursive, with a large loop at the end.

SuAnn Schroeder
President, Wisconsin Association for Language Teachers
president@waflt.org



Metropolitan Milwaukee Association of Commerce's
WORLD TRADE ASSOCIATION

June 13, 2018

Dr. Timothy Duvall
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue, SW/ Room 257-15
Washington, D.C. 20202

Dear Dr. Duvall,

I'm writing in support of the UWM Center for International Education's application for Title VI funding as a National Resource Center. As executive director of the Metropolitan Milwaukee Association of Commerce's World Trade Association, I have worked closely with the center's outreach arm, the Institute of World Affairs. IWA's Associate Director, Douglas Savage has also served on our board.

For more than 150 years, the Metropolitan Milwaukee Association of Commerce has been serving area businesses as a private, not-for-profit organization. Today we represent approximately 1,800 member businesses with 300,000 employees in southeastern Wisconsin. Our organization has an ongoing commitment to talent development to help ensure that area companies have access to qualified workers. Our *Be the Spark* program lets businesses host behind-the-scenes tours for 7th graders, exposing them to potential local jobs and careers.

When IWA proposed a similar initiative for high school students around international business, the World Trade Association was immediately on board. Our association is prepared to work with IWA on its *WisGEO Scholars* pilot program, identifying companies willing to mentor participating under-served Milwaukee high school students interested in exploring international business careers.

Based on our experience working with IWA on past projects, I am confident they have the institutional capacity, networks and expertise to successfully pilot a program of this sort. Moreover, the overarching goal of providing pathways to success in international business to area students who would not otherwise be positioned to pursue these careers is something our organization fully supports.

I look forward to this application being funded, and to partnering on its implementation.

Sincerely,

Katie Henry
Executive Director, MMAC World Trade Association



May 31, 2018

University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201

RE: Letter of Support for UWM National Resource Center

Dear Colleagues,

The Milwaukee Global Health Consortium (MGHC) is pleased to offer this letter of support for UWM's application for National Resource Center (NRC) funding in International Studies. MGHC develops and connects the global health programs and activities of Wisconsin's organizations in the health, education, research, and government sectors, and improves global health through partnerships that benefit people and communities locally and globally. By catalyzing connections, the consortium generates meaningful learning opportunities that develop the next generation of global health leaders.

Founded as an international health training center over 30 years ago with seed money from USAID, MGHC's focus has expanded to address health, nutrition, water, and sanitation in communities around the world. MGHC is a nonprofit organization comprised of member institutions: University of Wisconsin - Milwaukee (UWM), the Medical College of Wisconsin, Marquette University, Concordia University, Aurora Health Care, Froedtert Hospital, Children's Hospital of Wisconsin, the City of Milwaukee Health Department, Milwaukee County government, the Rotary Club of Milwaukee, the International Institute of Wisconsin, and Sixteenth Street Community Health Centers.

UWM is a strong partner of MGHC, and its groundbreaking work in developing a new global health curriculum has benefitted many consortium members. For example, students from the Medical College of Wisconsin have enrolled in UWM's global health courses to supplement their medical education. Students from Concordia and Marquette Universities have joined UWM students in their global health study abroad programs. In 2017, faculty, staff, and students from all consortium members worked with UWM to organize a two-day "Our City of Nations" conference, which focused on immigrant and refugee health and was hosted at UWM. There have also been preliminary discussions and interest in developing a joint global health degree program among MGHC member institutions. Thus, an NRC at UWM has had, and will continue to have broad impact beyond UWM to all of MGHC's member institutions.

In conclusion, we strongly support UWM's application for NRC funding, and look forward to continued collaboration.

Sincerely,

Stephen Hargarten, MD, MPH
President and CEO
Milwaukee Global Health Consortium

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
JOINT DEGREES										
GLOBAL STUDIES										
<i>Course numbers marked with * indicate BA in Global Studies core courses</i>										
GLOBAL STUDIES	101*	Introduction to Global Studies I: People and Politics	100%	Fundamental aspects of globalization; how transnational economic, political, and cultural phenomena affect contemporary societies	3	Hagle, Horowitz, Miroso, Song, McGuinness, Redd, Dressel	Fall Spring	78 82	62 29	X X
GLOBAL STUDIES	201*	Introduction to Global Studies II: Economics and the Environment	100%	Concepts, patterns and processes that connect economic and environmental systems across borders	3	Sommers, Husi, Yoon	Fall Spring	29 29	37 22	X X
GLOBAL STUDIES	202*	Introduction to Global Studies III: Globalization and Technology	100%	Impact of global information technologies on contemporary societies and related political, cultural, economic shifts	3	Brand, Kozak, Aneesh	Fall Spring Summer	27 39 34	28 39	X X
GLOBAL STUDIES	311*	Contexts for Global Management	100%	How globalization and international contexts can impact the success or failure of business decisions; management in a global context	3	Aneesh	Spring	29	24	X
GLOBAL STUDIES	351*	Language, Media, and Social Practice in Global Communications	100%	Impact of global communications on languages and cultures; implications of globalization for technologically mediated forms of communication and related social practices	3	Song, Ridgway	Fall	27	25	X
GLOBAL STUDIES	371*	Rethinking Global Security	100%	Considers international security beyond military conflict, to include ramifications of economic trade, public health, environment, and information	3	Howland, Heo, Haumschild	Fall	15	23	X
GLOBAL STUDIES	447*	Global Politics of Human Rights	100%	Historical and theoretical context of human rights discourse; anthropology of human rights; case studies of efforts to protect human rights in particular social settings	3	Bornstein	Fall		11	
GLOBAL STUDIES	451*	Access, Security, and Intercultural Contexts in Global Communications	100%	Information equity and access in a globalized context, including issues of security, intercultural communication, and current uses of communication technologies	3	Lim, Skoll	Fall		8	X
GLOBAL STUDIES	461*	The Politics and Policy of Sustainability (jointly taught w/CES 461 and FRSHWTR 461)	100%	Principles of environmental policy, governance, and management for global sustainability	3	McGuire	Fall		12	X
GLOBAL STUDIES	471*	Strategies for Realizing Security in Global Contexts	100%	Present-day strategies of those working to create or effect greater security in a global context (e.g. Rebuilding Failed States, Health and Security, International Law)	3	Miroso	Fall	10		
GLOBAL STUDIES	489*	Internship in Global Studies, Upper Division	100%	Overseas internship accompanied by on-line course; Brazil, Ecuador, Kenya, Thailand, Taiwan, Vietnam, Jordan, South Africa, South Korea	1-6	Wolf	Fall Spring Summer	3 2 7	2 6 12	X X X
GLOBAL STUDIES	497	Study Abroad (Most Majors' overseas enrollments appear under professional, language, and elective disciplines)	100%	Globalization courses cross-listed with other UWM departments: Community based learning in MENA, Rabat Morocco. Cross-cultural management in Maladalen, Sweden. Culture and Globalization in Lisbon, Portugal. Internships in Spain and Germany	1-12	Staff	Fall Winter Spring Summer	1 4 1	4	X X
GLOBAL STUDIES	541*	Cross-Cultural Management (jointly taught w/BUSADM 541)	100%	Business cultures around the world; the impact of cultural differences in international management and negotiations.	3	Cheng	Fall Spring	1 2	1 1	X

BLUE shading denotes courses that explore contemporary globalization/transnational phenomena.

Study Abroad enrollments for Spring/Summer 2018 are incomplete, posted following students' return to UWM PMA Award # P015A180098

p.1/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
GLOBAL STUDIES	551*	Global Communications Capstone: Future Trends	100%	Global Communications track capstone. Communication challenges that constitute & complicate global experiences; ways to respond in a manner that demonstrates competence as global communicators.	3	Tasman, Malaby, Braman	Spring	5		
COLLEGE OF LETTERS AND SCIENCE (L&S)										
LANGUAGES										
ARABIC	101	First Semester Arabic	100%		5	Labanieh, Wieber	Fall	34	22	X
ARABIC	102	Second Semester Arabic	100%		5	Labanieh, Wieber	Spring	28	14	X
ARABIC	111	Cultures and Civilizations of the Muslim Middle East	100%		3	Masalkhi	Fall Spring	48 57	50 50	X X
ARABIC	201	Third Semester Arabic	100%		5	Labanieh	Fall	12	17	X
ARABIC	202	Fourth Semester Arabic	100%		5	Al Lababidi, Labanieh	Spring	14	9	X
ARABIC	301	Fifth Semester Arabic	100%		3	Labanieh	Fall	8	6	X
ARABIC	302	Sixth Semester Arabic	100%		3	Labanieh	Spring	7	11	X
ARABIC	297/ 497	Study Abroad: Egypt and Morocco	100%	Arabic language courses including Egyptian Arabic taken in Cairo; Moroccan Arabic language and culture in Rabat	1-12	Staff	Fall Spring Summer	1		X X X
CELTIC STUDIES	103	First Semester Gaelic	100%		3	Ni Chiardha	Fall	16	19	X
CELTIC STUDIES	104	Second Semester Gaelic	100%		3	Ni Chiardha	Spring	8	14	X
CELTIC STUDIES	133	Celtic Crossings: History and Cultures of the Celtic World	100%		3	Ni Chiardha	Fall	24	30	X
CELTIC STUDIES	199	Independent Study	100%		1-3	Staff	Fall		1	X
CELTIC STUDIES	203	Third Semester Gaelic	100%		3	Ni Chiardha	Fall	7		X
CELTIC STUDIES	204	Fourth Semester Gaelic	100%		3	Ni Chiardha	Spring	6		
CELTIC STUDIES	297/497	Study Abroad: Ireland, Spain, and Germany	100%	courses in Celtic language, history and culture taken in Glencolmille, Northern Ireland and Ireland	1-12	Staff, Gleeson, Ni Chiardha	Spring Summer	9 12		X X
CHINESE	101	First Semester Chinese	100%		5	Olson, Mar, Xia, Cai	Fall	25	27	X
CHINESE	102	Second Semester Chinese	100%		5	Mar, Olson	Spring	22	20	X
CHINESE	150	Contemporary Chinese Society & Culture	100%		3	Olson	Fall Spring	25 26	25	X
CHINESE	201	Third Semester Chinese	100%		5	Wang, Cai	Fall	15	14	X
CHINESE	202	Fourth Semester Chinese	100%		5	Wang, CAI	Spring	15	10	X
CHINESE	301	Fifth Semester Chinese	100%		3	Olson, Xia	Fall	17	10	X
CHINESE	302	Sixth Semester Chinese	100%		3	Olson, Cai	Spring	15	7	X
CHINESE	320	Contemporary Chinese Societies through Film	100%		3	Wang	Fall, Spring	14		X
CHINESE	401	Seventh Semester Chinese	100%		3	Mar, Xia	Fall	9	15	X
CHINESE	402	Eighth Semester Chinese	100%		3	Mar, Xia	Spring	7	9	X
CHINESE	489	Internship in Chinese, Upper Division	100%		1-6	Wang, Olson	Fall Spring	1 1	1	X X
CHINESE	297/ 497	Study Abroad: China and Taiwan	100%	courses in Chinese language and culture taken in Beijing	6	Olson, Staff	Fall Spring Summer	9 12	12	
FOREIGN LANGUAGES/LITERATURE	240	Vampires: From Slavic Village to Hollywood	75%	Historical survey of western vampire lore from discovery in eastern Europe in the 1700's through British literary vampire literature to Hollywood Dracula films	3	Murphy-lee	Fall Spring	51 83	55 33	X
FOREIGN LANGUAGES/LITERATURE	699	Advanced Independent Study	100%	Independent study for advanced Chinese language students	1-3	Wang, Olson	Fall Spring			X X

BLUE shading denotes courses that explore contemporary globalization/transnational phenomena.

Study Abroad enrollments for Spring/Summer 2018 are incomplete, posted following students' return to UWM PRA Award # P015A180098

p.2/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
FRENCH	103	First Semester French	100%		4	Wondolowski, Hill, Koeppel	Fall Spring	110 88	110 44	X X
FRENCH	104	Second Semester French	100%		4	Lomeli, Guire , Mathey, Sanger	Fall Spring	43 66	29 71	X X
FRENCH	145	Views of France: Learning French Culture through Cuisine	100%		3	Anderson, Koeppel, Cordova, Callahan,	Fall Spring Summer	101 82 9	97 82 9	X X X
FRENCH	197/297/ 397/ 497	Study Abroad: France	100%	Courses in French language, literature, culture, 100% journalism, history and film taken in Birmingham and Paris	1-12	Staff, Anderson	Fall Winter Spring Summer	6 11 32	 36	X X X X
FRENCH	203	Third Semester French	100%		3	Grandjean, Idelbi, Ferrentino, Fort	Fall Spring	46 22	37 22	X X
FRENCH	204	Fourth Semester French	100%		3	Idelbi, Anderson, Callahan, Anderson, Fort	Fall Spring	21 28	24 28	X x
FRENCH	303	Conversation and Composition: Intermediate Level	100%	Four skills approach to learning advanced French, emphasizes everyday language/culture	3	Callahan, Anderson	Fall Spring	22 15	21 12	X X
FRENCH	324	Contemporary French Language and Culture	100%	Language acquisition course focuses on contemporary French culture through the use of authentic materials	3	Callahan, Farrell Whitworth	Fall Spring	12 13	X 16	X X
FRENCH	325	Intensive Grammar and Usage	100%	Grammatical structures; levels of styles; written accuracy and proficiency	3	Alkhas	Fall Spring	13 8	16 8	X X
FRENCH	332	Approaches to Poetry and Fiction	100%	Rules and concepts involved in reading and understanding poetry and prose. Practice in developing skills by literary analysis	3	Cordova, Russell	Fall Spring	14 8	8 5	X X
FRENCH	357	Literature of the French-Speaking World in Translation: Memory & African Women	100%		3	Cordova, Russell	Fall	10	7	
FRENCH	392	Phonetics	100%	Theory of French sounds; phonetic transcription; practice in pronunciation in class and in language laboratory	3	Kuiper, Callahan	Fall Spring	8	16	X X
FRENCH	401	French for Reading Knowledge	100%		3	Callahan	Spring		9	X
FRENCH	427	Advanced Written Expression	100%	Development of writing proficiency in a variety of genres; emphasis on usage, syntax, and authentic French expression	3	Russell	Fall		12	
FRENCH	428	Castles, Cathedrals and Common People: The Foundations of French Culture	100%		3	Russell	Spring		12	X
FRENCH	429	Royalty, Reason and the Revolution: The Golden Age of French Culture	100%		3	Russell	Spring	19		
FRENCH	430	Reaction and Innovation: French Culture of the Nineteenth and Twentieth Centuries	100%		3	Alkhas	Fall		5	
FRENCH	431	Seminar in Literature of the Francophone World: History in Literature: Haiti	100%		3	Cordova	Spring	10		
FRENCH	433/733	Seminar in French Literature: Love, Marriage, and Friendship	100%		3	Cordova	Fall		2	
FRENCH	450	Institutions and Culture of Contemporary France	100%		3	Cordova, Alkhas	Fall	15		X
FRENCH	451	Cinema of the French Speaking World	100%		3	Russell	Fall			X
FRENCH	489	Internship in French	100%		1-6	Alkhas, Kuiper	Fall Spring Summer		1 1	
FRENCH	510	Seminar on Masterpieces of Literature Written in French	100%		3	Cordova	Fall			X

BLUE shading denotes courses that explore contemporary globalization/transnational phenomena.

Study Abroad enrollments for Spring/Summer 2018 are incomplete, posted following students' return to UWM PRA Award # P015A180098

p.3/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
FRENCH	699	Advanced Independent Reading	100%		1-3	Alkhas, Kuiper, Bolduc, Russell, Cordova	Fall Spring	4 1	1	X X
GERMAN	101	First Semester German	100%		4	Lindner, Than, Schaefer, Wipplinger, Madlock, Zeidler	Fall Spring	65 32	21 14	X X
GERMAN	102	Second Semester German	100%		4	Kellogg, Schaefer, Than	Fall Spring	43 55	31 43	X X
GERMAN	111	German Life and Civilization I	100%		3	Tieszen	Fall	18	19	
GERMAN	112	German Life and Civilization II	100%		3	Tieszen, Kellogg	Spring	16	45	X
GERMAN	115	Seminar on Scandinavian Culture: Sexuality in Scandinavia: Myth	100%		3	Lundback	Fall Spring	23 44	18 20	X X
GERMAN	145	Views of Germany: Beer, Bread and Brats	100%		3	Merten-Brugger, Kellogg	Fall Spring	36 35	34 43	X X
GERMAN	203	Third Semester German	100%		3	May-Chu, Schaefer, Frankki	Fall Spring	26 27	29 19	X X
GERMAN	204	German in Your Field and Beyond	100%	4th semester language acquisition course focusing on grammar structures, vocabulary development through reading, writing, and speaking about subjects in students' fields of study and on contemporary issues	3	Schaefer	Fall Spring	15 16	15 11	X X
GERMAN	215	Reading German for Research	100%	Basic grammatical principles and linguistic structures, augmented by individually-supervised readings in the student's field of specialization	3	Lundback	Winterim	1		
GERMAN	297/497	Study Abroad: Germany	100%	German language, history, and cultural studies courses taken in Marburg, Germany and Birmingham, England	3	Staff	Fall Winter Spring Summer	5 2 11 1	1 X X X	X X X X
GERMAN	331	Intermediate German Grammar and Usage	100%	5th semester language acquisition course	3	Merten-Brugger	Fall Spring	18 13	15 15	X X
GERMAN	332	Intermediate Conversation and Composition	100%	6th semester language acquisition course	3	Merten-Brugger	Fall Spring	14 11	12 12	X X
GERMAN	333	Analysis of German Texts	100%	advanced reading and conversational skills development	3	May-Chu	Fall	13	12	X
GERMAN	334	Introduction to German Literature and Culture	100%		3	Wipplinger	Spring	11	15	X
GERMAN	360	German for the Global World	100%	Vocabulary, writing, reading, and oral German skills needed for the global world.	3	Wipplinger	Fall		25	
GERMAN	415	Topics in German Civilization: Current Issues in Germany	100%	Equips students with vocabulary and knowledge to understand current and historical issues in Germany	3	Wipplinger, Schaefer, May-Chu	Fall Spring	10 10		X X
GERMAN	488	Topics in German Philology: Reading Older German Handwriting/Texts	100%		3	Davis	Spring	8		
GERMAN	643	Seminar on Genre Studies	100%		3	May-Chu, Wipplinger	Fall Spring	7	5	X
GERMAN	699	Independent Reading	100%		1-3	Davis, Lundback, Schwertfeger, Wipplinger, Merten-Brugger	Fall Spring	1 2		X X
GREEK	103	First Semester Greek	100%		4	Porter, Weslowski	Fall	11	12	X
GREEK	104	Second Semester Greek	100%		4	Porter, Wesolowski	Spring	11	8	X
GREEK	205	Third Semester Greek	100%		4	Muse, Porter	Fall	6	2	X
GREEK	306	Readings in Ancient Greek Literature: Homer: Iliad	100%		4	Muse, Cova	Spring	5	6	X

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Study Abroad enrollments for Spring/Summer 2018 are incomplete, posted following students' return to UWM. PRA Award # P015A180098

p.4/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
HEBREW STUDIES	100	Introduction to Judaism	75%	Laws, beliefs, rituals, and holidays of the Jewish religion and people; development of Judaism	3	Margolis	Fall Spring	11 14	11 11	X X
HEBREW STUDIES	101	First Semester Hebrew	100%		4	Ben-yitschak	Fall	8	8	X
HEBREW STUDIES	102	Second Semester Hebrew	100%		4	Ben-yitschak	Spring	2	6	X
HEBREW STUDIES	201	Third Semester Hebrew	100%		3	Ben-yitschak	Fall			X
HEBREW STUDIES	202	Fourth Semester Hebrew	100%		3	Ben-yitschak	Spring			
HEBREW STUDIES	230	Bible Stories	100%	Central stories of the Hebrew Bible and their literary, aesthetic, social, moral meanings	3	Mazor	Fall Spring	17 7	11 6	X X
HEBREW STUDIES	231	Introduction to Old Testament Hebrew Bible	100%	History of ancient Israel. Emphasis on reading biblical texts as ancient religious literature	3	Brusin, Margolis	Fall	15	20	X
HEBREW STUDIES	238	Topics in Hebrew/Jewish Literature, Art and Culture	100%	Topic: The Joy of Modern Hebrew Film	3	Mazor	Spring	13		
HEBREW STUDIES	254	Studies in Hebrew Culture: Introduction to Jewish Ethics	75%		3	Margolis, Mazor	Fall			X
HEBREW STUDIES	261	Representing the Holocaust in Words and Images	100%		3	Baum	Fall Spring Summer	38 40 12	41 41 16	X X X
HEBREW STUDIES	274	Ancient Egyptian Civilization	100%	Culture of ancient Egypt; Egyptian/Hebrew contacts; social, political, and religious condition	3	Precourt	Fall Spring	16 8	9 13	X X
HEBREW STUDIES	368	Jewish and Christian Responses to the Holocaust	100%		3	Baum	Spring	7		
HEBREW STUDIES	699	Advanced Independent Study	100%		1-3	Baum, Brusin, Mazor, Margolis	Fall Spring Summer	1 1		X X X
HMONG STUDIES	107	First-Semester Hmong Literacy	100%	Language acquisition course for Hmong heritage learners	3	Thao, Yang	Fall	20	17	X
HMONG STUDIES	108	Second-Semester Hmong Literacy	100%	Language acquisition course for Hmong heritage learners	3	Thao, Vang, Yang	Spring	16	13	X
HMONG STUDIES	265	Hmong Americans: History, Culture, and Contemporary Life	50%	Hmong American history, effects of Vietnam War on Hmong culture, history of immigration to US	3	Hernandez, Vang	Fall Spring	13 16	20 20	X X
HMONG STUDIES	699	Advanced Independent Study	50%		1-3	Vang	Fall Spring Summer			X X X
ITALIAN	103	First Semester Italian	100%		4	Pessarelli, Soldati, laquinta, Ferrentino	Fall Spring Summer	103 20 6	67 24 X	X X X
ITALIAN	104	Second Semester Italian	100%		4	Ferrentino, Soldati, Pessarelli	Spring Summer	83 7	43 X	X X
ITALIAN	145	Views of Italy: Italians and the Mafia	75%		3	Celi, laquinta, Pickering-lazzi	Fall Spring	154 179	156 216	X X
ITALIAN	199	Independent Study	100%		1-3	Pickering-lazzi	Spring		1	X
ITALIAN	203	Third Semester Italian	100%		3	Pessarelli, laquinta,	Fall Spring	34	26 8	X X
ITALIAN	204	Fourth Semester Italian	100%		3	Ferrentino, laquinta	Spring Fall	17	14 X	X X
ITALIAN	242	Topics in Italian American Studies: Dream or Nightmare?	25%	Interdisciplinary study of Italian American immigration, ethnicity, history, and traditions	3	Milli Konewko	Fall		21	X
ITALIAN	245	Italian Fictions: Italian Folklore in Fiction & Film	100%		3	Pickering-lazzi	Fall	20		

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p.5/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
ITALIAN	256	Introduction to Italian Food Studies: A Cultural History	100%		3	Mili Konewko	Fall Spring	49 24	25 23	X
ITALIAN	297/497	Study Abroad: Italy	100%	Italian language, civilization, cooking and culture courses taken abroad in Rome, Florence and other Italian cities	1-12	Staff, Iaquina	Fall Winter Spring Summer	6 4 4 3	1 23 11	X X X X
ITALIAN	310	Italian Immersion Weekend	100%	Concentrated, structured practice of spoken Italian on varied contemporary topics; small-group setting with native speakers, simulating immersion experience. Improve communication skills, build vocabulary	1	Celi, Soldati	Spring	19	18	X
ITALIAN	311	Advanced Conversation and Composition: Contemporary Italian Usage	100%	Development of advanced speaking, writing, and reading skills. Films and readings emphasize twentieth century Italy	3	Pickering-lazzi, Milli Konewko	Fall	11		X
ITALIAN	312	Contemporary Italian Language and Culture	100%	Advanced language acquisition course focused on refinement of advanced conversation and composition skills through study of Italian readings, film, world wide web	3	Pickering-lazzi	Spring	8		
ITALIAN	321	Introduction to Italian Literature	100%	Advanced speaking and writing skills developed through reading works by major Italian authors.	3	Milli Konewko	Fall	14		
ITALIAN	322	Introduction to the Literary Text	100%	Interdisciplinary approaches to major works of literature and film. Development of critical reading, speaking, and writing skills	3	Milli Konewko	Spring		14	X
ITALIAN	333	Dante's Divine Comedy in Translation	100%		3	Iaquina	Fall		11	
ITALIAN	456	Topics in Italian Food Studies: Contemporary Arts of Italian Foods	100%		3	Pickering-lazzi	Fall			X
ITALIAN	457	Topics in Italian Literature and Culture in Translation: Italy thru Italian Short Story	100%		3	Pickering-lazzi	Fall		11	
JAPANESE	101	First Semester Japanese	100%		5	Takahashi, Borgmann, Seo, Wert, Kawamura	Fall Spring	59 34	65 27	X X
JAPANESE	102	Second Semester Japanese	100%		5	Takahashi, Seo, Lackey, Kawamura	Fall Spring	14 44	11 46	X X
JAPANESE	201	Third Semester Japanese	100%		5	Lackey, Seo, Kawamura, Borgmann	Fall	39	28	X
JAPANESE	202	Fourth Semester Japanese	100%		5	Lackey, Seo, Borgmann	Spring	18	19	X
JAPANESE	220	Introduction to Japanese Food Studies	100%		3	Takahashi	Spring	20	20	X
JAPANESE	297	Study Abroad: Japan	100%	Language, media, economics, and literatures courses in Nagoya, Seijo, Tokyo Japan	1-12	Staff	Fall Spring Summer	19 6 1		X X X
JAPANESE	301	Fifth Semester Japanese	100%		3	Seo, Takahashi, Wert	Fall	8	15	X
JAPANESE	302	Sixth Semester Japanese	100%		3	Wert	Spring	7	12	X
JAPANESE	310	Enhanced Knowledge & Skills for the Japanese Language Proficiency Test	100%		3	Wert	Fall	5	9	X
JAPANESE	330	Japanese Language and Culture	100%		3	Borgmann	Spring	9		
JAPANESE	331	Reading Japanese Short Stories	100%		3	Lackey	Fall	10	7	
JAPANESE	361	Translating Japanese Media	100%		3	Quinn Jones	Fall	11		X
JAPANESE	401	Seventh Semester Japanese	100%		3	Lackey	Fall	15	9	X
JAPANESE	402	Eighth Semester Japanese	100%		3	Lackey	Spring	12	8	X
JAPANESE	441	Business Japanese I	100%		3	Borgmann	Fall	7		
JAPANESE	500	Research and Research Writing in Japanese	100%	Capstone course for Japanese major. Students conduct research in Japanese and produce a thesis and presentation based on that research	1-6	Quinn	Spring	5		
JAPANESE	699	Advanced Independent Study	100%		1-3	Jones	Fall Spring		1	X X

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p.6/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
KOREAN	101	First Semester Korean	100%		5	Song, Lee	Fall	27	40	X
KOREAN	102	Second Semester Korean	100%		5	Lee, Song	Spring	15	29	X
KOREAN	201	Third Semester Korean	100%		5	Lee	Fall	15	10	X
KOREAN	202	Fourth Semester Korean	100%		5	Lee	Spring	13	10	X
KOREAN	221	Korea Culture and Society	100%		3	Song	Spring Summer		34 19	
KOREAN	297/ 497	Study Abroad: Korea	100%	Courses in Korean language and culture taken in Sejong and Suwon	2	Staff	Fall Spring	5 3		X X
KOREAN	699	Advanced Independent Study	100%		1-3	Lee	Fall	1		X
LINGUISTICS	100	The Diversity of Human Language	100%	Survey course on the nature and diversity of human language. Topics include language and society, dialects, language and culture, language acquisition, and language typology	3	Hani, Helal, Fritche, Borawski, Pattillo, Bagherzadeh, Davis, Pycha	Fall Winter Spring Summer		280 23 172 10	X X
LINGUISTICS	210	Power of Words	75%	Dynamic role of language in interpersonal relations, social attitudes and behavior. Topics include: patterns of culture and language, language as identification; prejudice, politics, and advertisement.	3	Ostapenko, Sabbioni, El Haimeur, Pattillo, Albuarabi, Lee, Pucci,	Fall Winter Spring Summer	19	164 165 14	X X
LINGUISTICS	410	Literacy, Grammar, and Methodologies in ESL Education	25%	Language acquisition and grammatical problems in language/dialect variation	3	Pucci, Slocum	Fall Spring	16	25	X
LINGUISTICS	420	Introduction to Second Language Acquisition	25%	Principles and methods of describing and comparing the structure of two or more languages with emphasis on the implications of this comparison for language learning	3	Eckman	Fall Spring	23	23	X
LINGUISTICS	430	Language and Society	75%	Language as social interaction, speech styles, social dialects; effects on language change	3	Pucci	Spring	24	13	X
LINGUISTICS	464	Word and Sentence Structure	25%	Word and sentence formation in languages. Analysis and argumentation using data from various languages.	3	Ouali	Fall	26	25	X
LINGUISTICS	468	Language in its Various Forms	100%	Analysis and description of various language types. Language change, development, dialectology, and typology.	3	Song	Fall	5		
LINGUISTICS	470	Historical/Comparative Linguistics	50%	Language change; internal reconstruction and comparative method; generative approaches to historical change	3	Davis	Fall	11		
LINGUISTICS	520	Advanced Second Language Acquisition	50%	Readings, discussions, and analyses of current issues in second-language acquisition theory.	3	Eckman, Staff	Spring		8	X
LINGUISTICS	564	Advanced Syntax	25%	Evaluation and justification of competing solutions and models of grammar	3	Trinh, Ouali	Spring	6	11	X
LINGUISTICS	570	Issues in Bilingualism	75%	Bilingual competence, community, and second language acquisition from socio-, psycho-, and general linguistic standpoints	3	Pucci	Fall	10	15	X
POLISH	101	First Semester Polish	100%		4	Mikos	Fall	9	7	X
POLISH	102	Second Semester Polish	100%		4	Mikos	Spring	8	8	X
POLISH	201	Third Semester Polish	100%		3	Mikos	Fall		5	X
POLISH	297/ 497	Study Abroad: Poland	100%	Polish language courses taken in Poland	1-12	Mikos	Fall Summer			X X
PORTUGUESE	103	First Semester Portuguese	100%		4	Antunes	Fall	10	12	X
PORTUGUESE	104	Second Semester Portuguese	100%		4	Antunes	Spring	11	9	X
PORTUGUESE	110	Accelerated Portuguese I	100%		3	Antunes	Summer		3	

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Study Abroad enrollments for Spring/Summer 2018 are incomplete, posted following students' return to UWM. PMA Award # P015A180098

p.7/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
PORTUGUESE	203	Third Semester Portuguese	100%		3	Antunes	Fall	6	9	X
PORTUGUESE	204	Fourth Semester Portuguese	100%		3	Antunes	Spring	6	5	X
PORTUGUESE	225	Understanding Brazil: Race, Class, and Gender	100%		3	Antunes	Spring		10	X
PORTUGUESE	297/497	Study Abroad: Brazil	100%	Portuguese language courses taken in Brazil and Portugal	6	Vasconcelos	Fall Spring	2 4		X X
PORTUGUESE	360	Brazilian Culture: Music of Brazil and Other Portuguese-speaking Countries	100%	Advanced language course continues four skill development through study of 20th and 21st-centuries' Portuguese speaking countries' music	3	Antunes	Fall Spring	17 32	24	X
PORTUGUESE	699	Independent Study	100%		1-3	Antunes	Fall Spring	1 2	6 1	1 X
RUSSIAN	101	First Semester Russian	100%		5	Murphy-lee, Familiant	Fall	26	30	X
RUSSIAN	102	Second Semester Russian	100%		5	Murphy-lee, Familiant	Spring	17	16	X
RUSSIAN	201	Third Semester Russian	100%		4	Familiant	Fall	13	10	X
RUSSIAN	202	Fourth Semester Russian	100%		4	Familiant	Spring	10	11	X
RUSSIAN	245	Russian Life and Culture	100%		3	Familiant	Fall Spring	11 17	18 9	X X
RUSSIAN	310	Advanced Russian Reading and Conversation: Russian Milwaukee	100%	Four skills language acquisition course explores prominent Russians who contributed to various spheres of American society	3	Peschio	Fall	9	12	X
RUSSIAN	311	Contemporary Russian Language: New Russian Media	100%	Four skills language acquisition course with goal to attain ACTFL "Advanced-Low" proficiency	3	Peschio	Spring	9	9	X
RUSSIAN	350	Dostoyevsky and Tolstoy in Translation: Major Works	100%		3	Peschio	Spring		18	X
RUSSIAN	391	Russian Literature and Culture in Translation: Brave New Russia	100%		3	Peschio	Fall	15		X
RUSSIAN	699	Supervised Individual Reading	100%		1-6	Peschio	Fall Spring		1 2	X X
SCANDINAVIAN STUDIES	101	First Semester Swedish	100%		3	Lundback	Fall		16	X
SCANDINAVIAN STUDIES	102	Second Semester Swedish	100%		3	Lundback	Spring		11	X
SCANDINAVIAN STUDIES	192	First Year Seminar: Trolls, Gnomes & Goblins	100%		3	Lundback	Fall	19	17	X
SCANDINAVIAN STUDIES	199	Independent Study	100%		1-3	Lundback	Fall Spring		2 1	X X
SCANDINAVIAN STUDIES	203	Third Semester Swedish	100%		3	Lundback	Fall	7		
SPANISH	103	First Semester Spanish	100%		4	Staff	Fall Spring Summer	257 123 15	257 123 15	
SPANISH	104	Second Semester Spanish	100%		4	Staff	Fall Spring Summer	132 178 29	120 159 32	X X X
SPANISH	203	Third Semester Spanish	100%		3	Staff	Fall Spring Summer	134 73 10	157 64 18	X X X
SPANISH	204	Fourth Semester Spanish	100%		3	Oliveros, Wheatley, Friedman, Dillon, Calvo, Garcia, Bonilla, Hanson	Fall Spring Summer	86 98 13	91 115 19	X X X
SPANISH	225	Understanding the Hispanic World: Food and Culture: Beyond Tacos and Paella	75%		3	Suarez-Felipe	Fall Spring	20 19	20 15	X X
SPANISH	297/497	Study Abroad: Spain, Chile, Peru, Argentina, Ecuador, Mexico	100%	Courses in language, business language, Spanish for Health Professionals, Communication translation, archaeology, history, culture, arts taken abroad	1-12	Staff, Sotomayor, Libbey-Titus	Fall Spring Summer	2 4 4	1 X 6	X X X

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p.8/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
SPANISH	308	Advanced Writing and Reading	100%	Fifth semester language acquisition course	3	Suarez-Felipe, Rei-Doval, Sotomayor, Ginsbach, Zeise, Libbey	Fall Spring	82 65	93 71	X X
SPANISH	318	Advanced Speaking and Listening	100%	Sixth semester language acquisition course	3	Mendez-Santalla, Zeise, Ferreira	Fall Spring	45 43	57 50	X X
SPANISH	319	Advanced Speaking and Listening for Heritage Speakers	100%	Literacy approach to language learning for heritage learners	3	Suarez-Felipe	Fall Spring	17 15	17 12	X X
SPANISH	332	Business and Legal Spanish I	100%		3	Mendez-Santalla	Fall	19	14	X
SPANISH	338	Spanish for Health Professionals I	100%	Acquisition of intermediate conversational and written skills in medical terminology in Spanish through a communicative approach. For health care students.	3	Sotomayor	Fall	15	10	X
SPANISH	341	Introduction to Hispanic Linguistics	100%		3	Garcia ,Maddux, Rei-Doval, Wheatley	Fall Spring	39 26	16 22	X X
SPANISH	348	Introduction to Translation: English to Spanish	100%		3	Zeise	Fall Spring	18		X
SPANISH	350	Introduction to Literary Analysis	100%		3	Ferreira, McCaw, Vater, Ferreira, Bird-Soto	Fall Spring	28 27	25 26	X X
SPANISH	371	Introduction to Latino Literature in English	25%		3	Bird-Soto	Fall	23		X
SPANISH	391	Social and Historical Issues in the Hispanic World: Mapping the Hispanic cities	100%		3	Bird-Soto, McCaw	Fall Spring	20	18	X
SPANISH	442	Business and Legal Spanish II	100%		3	Mendez-Santalla	Spring	7	17	X
SPANISH	444	Spanish Syntax and Morphology	100%		3	Wheatley	Fall	9		
SPANISH	461	Topics in Hispanic Culture: Modernismo y Vanguardismo	100%	Formation of and challenges to myths and images of ethnic social groups within Latin American society	3	Melgarejo-Acosta, Olen	Spring		14	X
SPANISH	470	Survey of Hispanic Literature and Civilization	100%		3	McCaw, Bird-Soto	Fall Spring	15 13	14 7	X X
SPANISH	472	Survey of Spanish-American Literature and Civilization	100%		3	Bird-Soto, Ferreira	Fall Spring	14 16		12 X
SPANISH	474	Survey of Spanish Literature and Civilization	100%		3	Vater	Fall Spring	9 12	19 11	X X
SPANISH	506	Seminar on Spanish Literature: Race/Religion El Cid to Cervantes	100%		3	Vater	Fall		11	
SPANISH	507	Seminar in Spanish-American Literature: Latin American Short Story	100%		3	Ferreira	Fall	8 8		
SPANISH	508	Seminar in Hispanic Literature: Contact Zones: Latin American and U.S. Latino Literature	50%		3	Ferreira	Fall		8	X
SPANISH	545	Seminar in Hispanic Linguistics: Sociolinguistics of Multilingual Spain	100%		3	Wheatley, Rei-Doval	Fall Spring		1 1	X
SPANISH	572	Seminar on Cervantes: The World of Don Quijote	100%		3	McCaw	Spring	3		
TRANSLATION & INTERPRETING	411	Ethics and Procedures in Interpreting	100%	Fundamentals of providing spoken language interpreting services in various settings	3	Olen	Fall	1		X
TRANSLATION & INTERPRETING	530	Business and Professional Aspects of Translation	25%	Practical knowledge needed to succeed as free-lance or in-house translators	3	Scholz	Fall		12	
NON-LANGUAGE DEPARTMENTS										
AFRICOLOGY	215	Introduction to Black Social and Cultural Traditions	50%	Compares and contrasts traditions in the African Diaspora	3	Jacques, Wilson	Spring	25	33	X
AFRICOLOGY	220	Introduction to Statistics in Africology	75%	Data from North & South America, Africa, and the Caribbean analyzed	3	Akubeze	Fall Spring	21 23	28 18	X X
AFRICOLOGY	232	Survey of African Societies and Cultures	100%	Continuities and changes in the social and cultural lives of the peoples of Black Africa	3	Wilson	Fall	9	29	

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p.9/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
AFRICOLOGY	297/ 497	Study Abroad: Gender, Environmental Sustainability, and Development in African Diaspora	100%	Faculty-led course in Belize	3	Wilson	Summer	6		
AFRICOLOGY	329	Economic Growth and Sustainable Development in Africa	100%		3	Gelan	Fall Spring	11 5	10 7	X X
AFRICOLOGY	344	Political Movements and Organizations in the Afroworld	50%	Analysis of 20th C. leadership, ideology, and the structure of black political movements and organizations in the African diaspora	3	Mitchell-Walthour	Spring		9	X
ANTHROPOLOGY	102	Introduction to Anthropology: Culture & Society	25%	Human behavior in different cultural contexts; cultural variability; societies of the present and recent past; dynamics of culture change	3	Malone, Wood, Brinkman, Applbaum, Janik, Kieseewetter, Liebeseller, Bornstein	Fall Winter Spring Summer	146 21 111 42	127 23 117 26	X X X
ANTHROPOLOGY	104	Lifeways in Different Cultures: Survey of World Societies	100%		3	Ebling, Applbaum, Liebeseller, Brodwin, Eberwein, Price, Malone	Fall Spring	146 105	139 131	X X
ANTHROPOLOGY	150	Multicultural America	25%	Comparative study of US ethnic and racial identities through popular culture	3	Malone, Liebeseller	Fall Spring		35 36	X X
ANTHROPOLOGY	156	Food and Culture	50%	Intersections between food and culture, using international case studies	3	Applbaum, Patten	Fall Summer	41 12	28 3	X X
ANTHROPOLOGY	297/497	Study Abroad: Italy, England, Germany, Ecuador, Peru	100%	Anthropology courses taken abroad	1-12	Hudson, Staff	Fall Spring Summer	4 5 8		X X X
ANTHROPOLOGY	301	Human Evolution and Variation	25%	Examines human development in context of culture, language, population variations, climate change, and other international and transnational phenomena.	3	Campbell, Freire, Anapol, Skinner, Lewis, Miller	Fall Spring	51 65	26 72	X X
ANTHROPOLOGY	304	Violence and Warfare in Prehistory	25%	Origin and maintenance of violence and warfare in prehistory; how archaeological inquiry is affected by current politics, ethics, and morality	3	Jeske	Fall	27		X
ANTHROPOLOGY	305	The Celtic World	100%		3	Arnold, LaBerge	Spring		45	X
ANTHROPOLOGY	306	European Archaeology	100%		3	Arnold	Spring	27		
ANTHROPOLOGY	307	World Archaeology: Foundations of Civilization	100%		3	Arnold	Fall	33		
ANTHROPOLOGY	309	Archaeology of Central and South America	100%		3	Hudson	Fall	11		X
ANTHROPOLOGY	355	Globalization, Culture and Environment	100%	Anthropological approaches to examining the concept of environmental justice as a crucial component of global security	3	Heatherington	Fall	38		X
ANTHROPOLOGY	361	Applications in Linguistic Anthropology	100%	Designed to give students applied skills in cross-linguistic studies	3	Mayes, Perley	Spring	18	23	X
ANTHROPOLOGY	409	Evolution, Religion, and Human Biology	50%	Nature and evolutionary origins of human religion as well as empirical evidence for the effects of religion on human health.	3	Campbell	Spring		11	X
ANTHROPOLOGY	424	Ethnoarchaeology	50%	Combination of ethnographic methods with archaeological research questions to achieve a better understanding of material culture (various international case studies)	3	Hudson	Fall	5		
ANTHROPOLOGY	439	Culture and Global Health	100%	Contemporary global health through the lens of cultural anthropology and related social sciences; local communities' response to globally-directed intervention into disease.	3	Brodwin	Fall			X
ANTHROPOLOGY	440	Medical Anthropology	25%	Comparative study of medical systems; cultural meaning of illness and the healing process; social origins of disease	3	Brodwin	Fall	28		

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p.10/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
ANTHROPOLOGY	447*	Global Politics of Human Rights (jointly taught w/GLOBAL 447)	100%		3	Bornstein	Fall	28		
ANTHROPOLOGY	448	Cultural and Human Ecology	50%	Relationships of human societies to natural environments; w/ int'l case studies	3	Hudson	Fall	22		
ANTHROPOLOGY	449	Economic Anthropology	50%	Resource use and allocation, production, distribution, and their relationship to kinship, politics, and other aspects of culture, taught by Global Studies faculty	3	Applbaum	Fall	7		X
ANTHROPOLOGY	450	Political Anthropology	50%	Political organization: authority, responsibility, accountability, and power in societies at different levels of social complexity and in different ecological contexts	3	Applbaum	Fall Spring	8		X
ANTHROPOLOGY	501	Archaeology of Death	50%	Archaeological study of mortuary behavior and osteology to understand cultural variability in social organization, disease, nutrition, and violence	3	Jones, Jeske	Fall			X
ANTHROPOLOGY	560	Introduction to Research Methods in Anthropology	25%	Explores colonial non-Western contexts in which ethnography arises	3	Brodwin, Rivers	Fall	29	17	X
ANTHROPOLOGY	561	Techniques and Problems in Ethnography	50%	Techniques using fieldwork sources addressing cultures and peoples from Africa to the Pacific	3	Patten, Applbaum, Emanuelson	Spring	9	6	X
ANTHROPOLOGY	649	Ethnography of Institutions			3	Bornstein	Spring	7		
ART HISTORY	101	Ancient and Medieval Art and Architecture	100%		3	Aschenbrenner, Leson, McAllister, Rozema, Counts, Kuehn, Lonetti, Cecere, Maloney, Bina	Fall Spring Summer	196 122 38	203 103 37	X X X
ART HISTORY	102	Renaissance to Modern Art and Architecture	75%		3	Schaefer, Bina, Cecere, Maloney, Quade, Armstrong, McAllister, Tiffany, Lonetti, Kuehn, Wells	Fall Spring Summer	86 146 19	137 166 19	X X X
ART HISTORY	103	History of Architecture	75%	Major styles and architects, and their relation to society, technology, and environment; includes international movements and case studies	3	Aschenbrenner	Fall	44	58	X
ART HISTORY	104	African, New World and Oceanic Art and Architecture	75%		3	Boor	Spring	26	57	X
ART HISTORY	105	Asian Art and Architecture	100%		3	Wang	Fall	38	37	X
ART HISTORY	205	History of Film I: Development of Art	50%	Aesthetic advances from silent to color and sound films. Contributions of various nationalities and artists	3	Gorfinkel, Miner, McCourt, Szczepaniak-Gillece, Hayward, Johnston, Kies, Williams, Danecki, Koo, Brame	Fall	38	115	X
ART HISTORY	206	History of Film II: Development of an Art	50%	Surveys the development of cinema internationally (1945-present)	3	Daigle, Erdman	Spring	10	29	X
ART HISTORY	220	The Beginning of Medieval Art	100%	Functions and meanings of major art forms in the art of Asia, including India, China, Japan, and Southeast Asia	3	Aschenbrenner	Spring		31	X
ART HISTORY	237	Northern Renaissance Art	100%		3	Aschenbrenner	Spring	28		
ART HISTORY	240	Introduction to Prints and Printmaking: History and Techniques	75%	The history of print media and its development in Europe, Asia, and the Americas since 1450. Emphasis on historical, artistic, material, cultural contexts	3	Schaefer	Spring	22		X

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p.11/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
ART HISTORY	261	Modern Art	75%	Survey of characteristics and developments of modern art movements; includes international movements and case studies	3	Kneever	Spring	49		
ART HISTORY	297/497	Study Abroad: Italy, Czech Republic, Spain, Mexico, England	100%	Art history courses taken abroad (eg. Art pollution and ancient cultures)	3	Staff, Kahl, Cooke, Green	Fall Winter Spring Summer	5 3 9 17	8 X X 14	X X X X
ART HISTORY	307	Film Directors: Global Queer Auteurs	50%	Technique, style, and themes of major global film artists. Biographical, cultural, artistic influences, taught by a Global Studies Fellow	3	Gorfinkel	Fall	5		
ART HISTORY	313	Greek Art and Archaeology	100%	Ur, Gilgamesh, Mesopotamia; the art and archaeology of the first cities in the ancient Near East from the Neolithic to Alexander the Great's conquest.	3	Counts	Spring		33	X
ART HISTORY	314	Art and Archaeology of the Ancient Near East	100%		3	Boor	Fall			X
ART HISTORY	315	Art and Archaeology of Ancient Egypt	100%		3	Boor	Fall Spring	35 29	24	X
ART HISTORY	324	Art and Architecture of Byzantium	100%		3	Leson	Spring	29		
ART HISTORY	333	High Renaissance Art in Italy	100%		3	Tiffany	Fall		72	
ART HISTORY	357	19th-Century Painting in Europe	100%		3	Schaefer	Fall			X
ART HISTORY	369	Post-1970s Art	75%	Legacies of Minimalism and Conceptual Art on global contemporary art movements	3	Johung	Fall		24	
ART HISTORY	371	African Art	100%		3	Pacifico	Spring	17		
ART HISTORY	381	Honors Seminar: Picture This: Images of Japan Floating World	100%		3	Snow	Spring	16		
ART HISTORY	381	Honors Seminar: Picture This: Prints in Europe & the US	100%		3	Snow	Fall		16	
ART HISTORY	382	Chinese Art and Architecture	100%		3	Wang	Fall			X
ART HISTORY	386	Art, Ritual, & Ethnicity: China	100%		3	Wang	Spring	12		
ART HISTORY	426	French Gothic Art and Architecture C.1130-C.1300	100%		3	Leson	Fall		15	
ART HISTORY	472	History and Theory of New Media Art	50%	Evolution of global technologies and international artists' uses of these as media for artistic creation/expression.	3	Johung	Fall		23	X
ART HISTORY	480	Chinese Painting	100%		3	Wang	Spring		12	X
ATMOSPHERIC SCIENCES	297/ 497	Study Abroad: Mexico	100%	Faculty-led course on air pollution and its impact on cultural monuments in Mexico	3	Kahl	Winter	7	5	X
BIOLOGICAL SCIENCES	103	Topics in Modern Biology: Discovering DNA: Our Society and Health	25%	Addresses global implications of GE food and the ethical implications of DNA technology	3	Dey	Fall Spring		59 39	
BIOLOGICAL SCIENCES	103	Topics in Modern Biology: Invasive Species in our Environment	25%	Analyzes invasive species as a significant problem worldwide.	3	Bott	Spring Summer	35 14	32	X
BIOLOGICAL SCIENCES	103	Topics in Modern Biology: Mysteries of Modern Marine Biology	25%	Human influences in marine environments including resource exploitation, marine pollution and global climate change.	3	Berges	Fall	64		
BIOLOGICAL SCIENCES	497	Study Abroad: Ecuador	50%	Courses in molecular biology and organisms; taught in Quito, Ecuador	5	Staff	Fall	5		X
BIOLOGICAL SCIENCES	505	Conservation Biology	50%	Conservation of biological diversity, using examples from around the world	3	Karron, Rosin	Fall	37	39	
CHEMISTRY	106	Chemistry in the World Around Us	25%	How chemistry affects our everyday lives, including global contexts	3	Allen, Geissinger	Spring	66	67	X
CLASSICS	201	Introduction to Greek Life and Literature	100%		3	Calkins	Fall Spring	58 51	46 37	X X
CLASSICS	202	Introduction to Roman Life and Literature	100%		3	Cova	Fall Summer	26 11	52 12	X

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p.12/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
CLASSICS	301	Life and Literature of Classical Athens: Herodotus and Dramatists	100%		3	Calkins	Fall Spring	10		X
CLASSICS	302	War and Politics in Ancient Greece	100%		3	Calkins	Fall		18	
CLASSICS	303	The Life and Literature of the Roman Empire	100%		3	Muse	Spring	22	26	X
CLASSICS	304	The Graeco Roman World	100%		3	Cova	Spring	14		
CLASSICS	351	Ancient Greek Religion	100%		3	Calkins	Spring		7	
CLASSICS	370		100%		3	Tieszen	Fall	19	12	9
CLASSICS	390	Egyptian Mythology	100%		3	Precourt, Boor	Fall Spring	44 24	22 26	X X
COMMUNICATION	350	Intercultural Communication	75%		3	Ahn, Dellinger, Bradford, Kim	Fall Winter Spring Summer	69 15 72 20	69 18 47 25	X X X X
COMMUNICATION	402	Gender and Communication	50%	Relationships between gender, communication, and culture; how gender is represented, reproduced, targeted, and examined within a variety of cultural and institutional contexts	3	Rasmussen, Baker, Jagiello	Fall Spring	48 48	46 47	X X
COMMUNICATION	450	Cross-Cultural Communication	75%		3	Draeger, Bradford, Lim, Dellinger	Fall Winter Spring Summer	45 7 47 26	48 7 47 25	X X X
COMMUNICATION	497	Study Abroad: Italy, Portugal, Spain, Germany	100%	Communication courses taken abroad	3-5	Staff	Fall Spring		7 4	
COMMUNICATION	520	Negotiation Skills Workshop	50%	Building effectiveness in various contexts; uses international case studies	3	Lipo Zovic	Fall Spring	22 23	25	X
COMPARATIVE LITERATURE	133	Contemporary Imagination in Literature and the Arts	100%	World literatures and their relations to other arts, and to cultural and social currents	3	Seymour-Jorn, Momcilovic	Fall Spring	47 63	60 33	X X
COMPARATIVE LITERATURE	135	Experiencing Literature in the 21st Century: Magical Realism and the Fantastic in Literature and Film	100%	Spanish and Latin American literature and film, taught by a Latin Americanist	3	Pitt	Fall		32	
COMPARATIVE LITERATURE	135	Experiencing Literature in the 21st Century: Youth Culture of the Middle East through Literature	100%		3	Seymour-Jorn	Summer	12		
COMPARATIVE LITERATURE	135	Experiencing Literature in the 21st Century: The International Graphic Novel	100%			Momcilovic	Summer		9	
COMPARATIVE LITERATURE	135	Experiencing Literature in the 21st Century: Zombie Metaphors	75%	Explores the representation and symbolic power of the zombie, the zombie horde, and associated creatures from which they have evolved—including the mummy and Frankenstein's monster	3	Momcilovic	Spring		30	X
COMPARATIVE LITERATURE	207	Global Literature from Antiquity to the 1600s	100%		3	Momcilovic, Williams	Fall	14	12	
COMPARATIVE LITERATURE	208	Global Literature from the 17th Century to the Present: Cross-Cultl Contact & Exchange	100%		3	Pitt	Spring	16	17	X
COMPARATIVE LITERATURE	230	Literature and Society: East European Literature & Arts	100%		3	Momcilovic	Spring	13		
COMPARATIVE LITERATURE	230	Literature and Society: European Comics&Graphic Novels	100%		3	Momcilovic	Summer	11		
COMPARATIVE LITERATURE	233	Literature and Film: Body & Desire from Hollywood to Bollywood	75%		3	Xu	Fall	15	26	
COMPARATIVE LITERATURE	233	Literature and Film: The Gangster Film in the East and West	50%		3	Xu	Spring	11	12	X

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p.13/30

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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
COMPARATIVE LITERATURE	309	Great Works of Modern Literature: The Truth of Others	100%	Modern literature that is often mediated by a narrative encounter with otherness. A range of influential works from around the world	3	Xu	Fall Spring	13		X
COMPARATIVE LITERATURE	316	World Cinema: Contemporary Chinese Cinema	100%		3	Xu	Fall Spring		1	X X
COMPARATIVE LITERATURE	340	Studies in Literary Genres and Modes: Mystery & identity Middle East	100%	Literary genres and modes from at least one international cultural context.	3	Caroline Seymour-Jorn	Fall	18		
COMPARATIVE LITERATURE	350	Topics in Comparative Literature	75%	Comparative literature across periods, genres and regions: e.g. Global Sports Narratives, early Christian Literature,	3	Paik, Williams	Fall Spring	10	35	X
COMPARATIVE LITERATURE	360	Seminar in Literature and Cultural Experience: Possible Worlds in Lit & Film	75%		3	Xu	Fall		9	X
COMPARATIVE LITERATURE	362	Transnational Asian Cinemas: New Chinese Cinema	100%		3	Xu	Fall	7		
COMPARATIVE LITERATURE	699	Advanced Independent Reading	75%	Family dynamics in European literature about the Holocaust & modern Scandinavian drama	1-3	Momcilovic	Fall		1	
COMPARATIVE LITERATURE	699	Advanced Independent Reading	100%	Cinematic adaptations of literature, with focus on foreign films	1-3	Pitt	Fall Spring		1	
CONSERVATION & ENVIRONMENTAL SCIENCES	210*	Environmental Dynamics	50%	Relations between human populations and resource depletion, pollution and ecosystem disturbance, search for solutions; int'l examples	3	Staff	Fall Spring	240 242	243 239	X X
CONSERVATION & ENVIRONMENTAL SCIENCES	461	The Politics and Policy of Sustainability (jointly taught w/GLOBAL 461 and FRSHWTR 461)	100%	Environmental policy, governance, and management for global sustainability	3	McGuire	Fall			X
CONSERVATION & ENVIRONMENTAL SCIENCES	471	Principles of Natural Resource Management	50%	Intersections of science, policy and practice fostering environmental sustainability, with international case studies	3	O'Reilly	Fall Spring	32 35	25 38	X X
ECONOMICS	100	Introductory Economics	50%	A one semester survey of current national and international economic problems	3	Staff	Fall Spring Summer	168 114	172 105	X X
ECONOMICS	103	Principles of Microeconomics	25%	Economic reasoning; price determination, specialization, and efficiency. International trade, antitrust, environmental protection, highway congestion applications	3	Staff	Fall Spring Summer	792 716 65	682 195 47	X X X
ECONOMICS	104	Principles of Macroeconomics	50%	National income, interrelationship of sectors; determination of national income and productivity; relationship between national income, inflation, money, interest rates; US/global economies interaction	3	Staff	Fall Spring Summer	695 628 61	596 540 41	X X X
ECONOMICS	193	First Year Seminar: Growth and Development of China ,Japan and Korea	100%		3	Kim	Fall	12	14	X
ECONOMICS	301	Intermediate Microeconomics	25%	Economic reasoning, price determination, specialization and efficiency in relation to international trade	3	McGinty, Peoples, Ardakani, Kim	Fall Spring Summer	56 59 16	58 54 16	X X
ECONOMICS	302	Intermediate Macroeconomics	50%	Analysis of aggregates in national and global economies	3	Vesely, Lei, Kishor	Fall Spring Summer	51 57 16	48 34 23	X X
ECONOMICS	325*	Money and Banking	75%	Domestic and international monetary theory and policy. Risk insurances, regulations, deregulation, foreign investment	3	Rizi, Neumann, Mohammadian, Vesely, Nayeri	Fall Spring	56 31	36 43	X X

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p.14/30

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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
ECONOMICS	328	Environmental Economics	50%	Policies regulating pollution, endangered species, natural resources; int'l case studies	3	Meder, Lazkano	Fall Spring	17 23	27 16	X X
ECONOMICS	351	Introduction to International Economic Relations	100%		3	Arora, Imlau, Storm, Bahmani-Oskooee, Ardakani	Fall Spring Summer	36 65 16	51 42	X X
ECONOMICS	353	Economic Development	75%	Determinants of growth, modernization, poverty, and inequality in developing countries.	3	Mohtadi	Fall Spring Summer	27 38 13	27 42 10	X X
ECONOMICS	404	Economic Applications of Game Theory	50%	multi-party decision problems of firms, governments and countries	3	Lei	Fall Spring	27 9	21 17	X X
ECONOMICS	447	Labor Economics	25%	Influence of international trade on domestic labor markets	3	Heywood	Spring	15	15	X
ECONOMICS	454	International Trade	100%		3	Chakrabarti	Fall Spring	15 16	18 22	X
ECONOMICS	455	International Finance	100%		3	Neumann	Spring	18	25	X
ENGLISH	192	First-Year Seminar: Childhood in Global Cinema	25%		3	Basa	Fall		19	
ENGLISH	192	First-Year Seminar: Southeast Asian American Life Stories	25%	Historical and cultural background relevant to Cambodian American, Hmong American, Laotian American and Vietnamese American experience as represented in literature and life stories by authors with those heritages	3	Buley-Meissner	Fall			X
ENGLISH	210	International English	100%	Expansion and transformation of English language through globalization	3	Ambrose	Fall Spring	22 21	16 9	X
ENGLISH	277	Introduction to Ethnic Minority Literature:	25%	Experiences of migration and diaspora in US ethnic minority literature	3	Grayson	Fall	15		X
ENGLISH	290	Introduction to Film Studies	25%	Analysis of formal, thematic, and generic components of narrative, documentary, and avant garde filmmaking emphasizing international film, history and theory	3	Szczepaniak-Gillece, Finch, McCourt, Oren	Fall Spring Summer	7 11 6	9 13 6	X X
ENGLISH	301	Survey of English Literature: Beginnings to 1500	100%		3	Fischer, Netzloff	Fall Spring	26 19	20	
ENGLISH	302	Survey of English Literature: 1500-1660	100%		3	Kennedy	Fall	27	26	X
ENGLISH	304	Survey of English Literature: 1798-1900	100%		3	Kennedy	Fall		24	
ENGLISH	305	Survey of English Literature: 1900 to the Present	100%		3	Kincaid	Spring	26		
ENGLISH	306	Survey of Irish Literature	100%		3	Lanterns	Fall	30	27	X
ENGLISH	316	World Cinema: French New Wave Cinema	100%		3	Williams	Spring	25		
ENGLISH	316	World Cinema: Scottish Cinema	100%		3	Finch	Fall			X
ENGLISH	316	World Cinema: Contemporary Chinese Cinema	100%		3	Xu	Spring		25	X
ENGLISH	316	World Cinema: Hong Kong Cinema	100%		3	Williams	Fall		24	
ENGLISH	316	World Cinema: South Korean Cinema	100%		3	Paik	Spring	14		
ENGLISH	316	World Cinema: Latina and Latin American Woman Directors	100%		3	Blasini	Fall	23		
ENGLISH	381	World Literatures Written in English: African Short Stories	100%		3	Clark	Winter	21	15	X
ENGLISH	381	World Literatures Written in English: Lit, Colonialism and Empire	100%		3	Banerjee	Summer	22	25	X
ENGLISH	390	Classical Film Criticism and Theory	25%	int'l history of film and media theory taught by Global Studies faculty	3	Williams	Fall	7	6	X
ENGLISH	404	Language, Power, and Identity	25%	Use of language varieties to construct identity and maintain power relations within a society. Language variation, multilingualism, language and ethnicity	3	Mayes	Fall	16	21	X
ENGLISH	431	Topics in Advanced Writing: Global Business Communication	100%		3	Khatchadourian	Spring	16	X	

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p.15/30

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ENGLISH	465	Women Writers: Women Writers in a Global Context	75%		3	Banerjee	Fall			X
ENGLISH	497	Study Abroad: South Korea, Italy, and the United Kingdom	100%	Courses in literature, drama, and theatre taken in Rome, Canterbury, and Suwon	1-12	Staff	Fall Spring	1 5		X
ENGLISH	517	Studies in African-American Literature: Mythic Spaces in African Epics and African American Fiction and Film	25%		3	Grayson	Spring	17	20	X
ENGLISH	523	Studies in U. S. Latino/a Literature: Contemporary Literature of the Political Imagination	25%	How writers influence and are influenced by the pressing socio-political issues and legacies that their communities face. Effects of U.S. foreign policy and globalization.	3	Cardenas	Fall Spring	22		X
ENGLISH	565	Introduction to Adult/University Level TESOL	25%	Overview of approaches to teaching English as a second language (ESL) to adult/university-level learners	3	Staff	Fall Spring			X
ENGLISH	569	Internship in Teaching ESL to Adults	25%	Practical field experience in language teaching to adult/university-level ESL learners	3	Pucci	Spring			X
ENGLISH	685	Honors Seminar: Transnational Fiction	100%		3	Sangari	Fall	14		
ENGLISH	685	Honors Seminar: Postcolonial Women Writers	25%	Historical and cultural background for understanding the literary achievements of women writers of Asian American heritages	3	Banerjee	Spring		14	
ETHNIC STUDIES, COMPARATIVE	101	Making of American Cultures: Africans, Europeans, and Indian Nations	25%	Origins and development of racial and ethnic identities with specific attention to Wisconsin; African-American, American Indian, Latino, Euro-American identities	3	Walzer, Buff, Gonzales	Fall	65	62	X
ETHNIC STUDIES, COMPARATIVE	102	Transnational Migrations: Asian-, Arab-, Euro-American and Latino Identity	100%	Modern and contemporary social and cultural processes of migration and identity	3	Buff, Walzer	Spring	38	39	X
ETHNIC STUDIES, COMPARATIVE	192	Freshman Seminar: Identity and Transformation	100%	Personal, social and cultural identity in the 21st century and the effects of globalization	3	Bruce	Fall	20	20	X
ETHNIC STUDIES, COMPARATIVE	255	Migration and Gender: Starbucks, Sex Trafficking, and Nannies	75%		3	Hernandez	Fall Spring	24 24	24 22	X X
ETHNIC STUDIES, COMPARATIVE	265	Hmong Americans: History, Culture and Contemporary Life	25%	Historical and cultural underpinnings of Hmong migration to the US	3	Hernandez, Vang	Fall Spring	14 9	9 3	X X
ETHNIC STUDIES, COMPARATIVE	275	Queer Migrations	25%	How gender, race, and sexuality shape the migration processes; how concerns about sexuality shape US immigration and citizenship policy; how mass migrations transform diverse queer communities	3	Monson	Fall Winter Spring	12 12	14 8	x x
ETHNIC STUDIES, COMPARATIVE	375	Global Violence, Disease and Death	100%	Development schemas, health policies, and the role of international organizations in global incidents of suffering, violence, and death	3	Ebling	Spring	17	15	X
FILM STUDIES	205	History of Film I: Development of an Art	50%	Aesthetic advances from silent to color and sound films. Contributions of various nationalities and artists	3	Gorfinkel, Miner, McCourt, Szczepaniak-Gillece, Kies, Hayward, Johnston	Fall	34	30	X
FILM STUDIES	206	History of Film II: Development of an Art	50%	History of film from 1895 to 1945, with consideration of cultural, social, political, technological and economic determinants that allowed film across the world to evolve	3	Daigle, Erdman	Spring	21	17	X
FILM STUDIES	290	Introduction to Film Studies	50%	Analysis of film making in world cinemas	3	Szczepaniak-Gillece, Finch, Martin, McCourt	Fall Spring Summer	18 10 15	15 13 10	X X X
FILM STUDIES	690	Capstone Research Seminar—Theory and Method in Film/TV	25%	Contemporary theories and criticism of world cinema	3	Blasini	Spring	15		
FOOD STUDIES	101	Introduction to Food Studies	75%	Ways in which food affects health; health "crazes;" systems of food distribution and economics; ethical and environmental issues; food as a symbol for social distinction.	3	Pitt, Sondriol, Anderson, Haumschild, Momcilovic, Kuiper, Celi, Lundback	Fall Spring Summer	135 160 20	153 156 27	X X

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p.16/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
FOOD STUDIES	102	Taste: The Culture and Science of Fermentation	50%	An intercultural, interdisciplinary course that exposes students to a wide range of topics inherent in the study of fermentation culture and science, including anthropological, historical, biological, chemical, geological and cultural aspects of the process of fermentation	3	Cameron	Spring	10		
GEOGRAPHY	110*	The World: Peoples and Regions (Global Studies World Regions Course option)	100%		3	Kim, Sziarto, Lim, Ryniker, Wu, Merkle	Fall Winter Spring Summer	148 14 115 34	166 13 103 25	X X X X
GEOGRAPHY	114	Geography of Race in the United States	25%	Segregation, assimilation, belonging, and exclusion facing African-American, white, Asian, Latino, Native American and others	3	Wolfe, Hashimoto, Kaufman, Bonds, Merkle	Fall Spring	102 61	110 53	X X
GEOGRAPHY	125	Introduction To Environmental Geography	25%	Environmental problems, understanding earth's systems in our daily encounter with them.	3	Schuelke, Donnelly, Viel, Filbin, Park, Holifield	Fall Spring Summer	101 121 23	101 141 18	X X X
GEOGRAPHY	140	Our Urban Environment: Introduction to Urban Geography	75%	Socio-economic and demographic characteristics of urban populations in the US, Europe, "newly industrializing" and "less developed" countries	3	McCarthy	Fall	26	28	10
GEOGRAPHY	213	Geography of Asia	100%		3	Yoon	Spring		28	X
GEOGRAPHY	231	Geography of Islam	100%		3	Mansson McGinty	Spring	17	X	
GEOGRAPHY	297/497	Study Abroad: New Zealand and Ecuador	100%	Faculty-led courses on the unfreezing of Antarctica and Indigenous Ecuador Geographies	3	Padilla, Staff	Fall Spring Summer		2 10	X X X
GEOGRAPHY	304	Human Impact on Environment	50%	Human effects on land and resources; historical background of human concern for impacts on environments	3	Debiasse	Spring	38		
GEOGRAPHY	309	Nationalities and Nations of the World	100%		3	Sziarto	Fall	19	32	13
GEOGRAPHY	310	General Climatology	25%	Global patterns of climate and the processes that shape them	3	Schwartz	Fall	13	36	14
GEOGRAPHY	315	Introductory Economic Geography	100%	World distribution of economic activities	3		Fall			X
GEOGRAPHY	330	Europe: East and West	100%		3	McCarthy	Spring	20	23	X
GEOGRAPHY	350	Conservation of Natural Resources	25%	Environmental ethics; consequences of resource development, strategies to resolve environmental conflicts	3	Fredlund	Fall Spring Summer	51 61 22	58 54 26	X X X
GEOGRAPHY	443	Cities of the World: Comparative Urban Geography	50%		3	Schroeder, Lim	Spring	27	19	X
GEOGRAPHY	464	Environmental Problems	50%	Case studies of modern environmental problems. History of human concern over adverse environmental impacts	3	Holifield	Fall Spring	31 29	29 24	X X
GEOGRAPHY	540*	Globalization and the City (Global Urban Development Track Capstone Seminar option)	100%	Spatial aspects of globalization and their impact on the city; emergence of global cities, impacts on urban development, and global era urban strategies	3	McCarthy	Fall	8	5	4
GEOGRAPHY	564	Urban Environmental Change and Social Justice	50%	Social justice dimensions of urban environmental change	3	Holifield	Spring	23	20	X
GEOSCIENCES	106	The Earth Environment	25%	The Earth and its environment; emphasis on the interrelationships of humans with the Earth's processes and responses.	3	Xu, Graziano, Szablewski	Fall Spring Summer	32 89 27	54 113 7	X X X
GEOSCIENCES	435	History of Geologic Thought	25%	Observations, field practice and theory development of the discourse; historical European origins	3	Harris	Fall	14		X

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Study Abroad enrollments for Spring/Summer 2018 are incomplete, posted following students' return to UWM. PMA Award # P015A180098

p.17/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
GEOSCIENCES	463	Physical Hydrogeology	25%	Groundwater resources/transport, aquifer properties, and well hydraulics. Addresses global issues of ground water and freshwater supply to communities, using int'l examples	3	Drought, Borucki	Fall	8	17	X
HISTORY	101	Western Civilization: Ancient World to 1500	100%		3	Beall, Milco, Schreck	Spring		68	X
HISTORY	102	Western Civilization: 1500 to Present	100%		3	Pease, Kozon, Michaels	Fall	92	105	X
HISTORY	131	World History to 1500	100%		3	Wiesner-Hanks, McGillivray, Gentine	Fall	79	82	X
HISTORY	132*	World History Since 1500 (Global Studies World Regions Course option)	100%		3	McGuinness, Filippello Gentine, Joranger, Kim-Paik	Winter Spring Summer	93 29	72 25	X
HISTORY	141	Family & Sex Roles in the Past	75%	Compares sex roles, family structures and family dynamics across time and place; Eastern societies, Early Modern Europe, etc.	3	Anderson, Rieke	Spring	55	42	X
HISTORY	150	Multicultural America	25%	U.S. ethnic and racial identities with attention to African-, Asian-, Hispanic-, and Native-American experiences.	3	Smith, Schwarz, Moore, Langenfeld, Walzer, Alinder, Carter	Fall Winter Spring Summer	38 19 30	100 20 33 X	x
HISTORY	175	East Asian Civilization to 1600	100%		3	Howland	Fall Spring	28		X
HISTORY	201	The Ancient World: The Near East and Greece	100%		3	Beall	Spring	27		
HISTORY	202	The Ancient World: The Roman Republic and Empire	100%		3	Larsen	Fall Spring		34	X
HISTORY	203	The History of Medieval Europe: The Early Middle Ages	100%		3	Carlin, Niemi	Fall	62	50	X
HISTORY	204	The History of Medieval Europe: The High Middle Ages	100%		3	Carlin, Larsen, Niemi	Spring	53	30	X
HISTORY	242	Women and Gender in Europe: 1750 to the Present	100%		3	Eichner	Spring	24		
HISTORY	248	The First World War	100%		3	Chu, Starkey, Hall	Fall	96	98	X
HISTORY	249	The Second World War in Europe	100%		3	Chu, Starkey, Kozon	Spring	98	94	X
HISTORY	267	The History of Latinos in the United States	25%	History and culture of US Latinos; Mexican American, Puerto Rican, and Cuban experiences	3	Rodriguez	Summer	17	12	X
HISTORY	280	Islamic Civilization: The Formative Period, ca. 500-1258	100%		3	Zarate	Fall		30	X
HISTORY	282	Modern Middle East in the 19th and 20th Centuries	100%		3	Larsen, Zarate	Spring	21	34	X
HISTORY	284	Buddhism Across Asia	100%		3	Divalerio	Fall	16		
HISTORY	287	The Vietnam War	50%	A political, social, and cultural history of the Vietnamese and American dimensions	3	Gonzales, Vang	Fall Winter Spring Summer	81 15 21	69	X
HISTORY	297/497	Study Abroad: Italy, Australia, France, Germany, United Kingdom, China, Northern Ireland, Portugal, Czech Republic, Laos, Vietnam	100%	Courses in history taken abroad; faculty-led courses on Ancient Rome, political violence in Australia, history of Laos and Vietnam	1-12	Vang, Staff	Fall Winter Spring Summer	5 13	10 8	X
HISTORY	303	A History of Greek Civilization: The Greek City-State	100%		3	Milco	Spring		33	X
HISTORY	307	A History of Rome: The Republic	100%		3	Bae, Milco	Fall	34	33	
HISTORY	308	History of Rome: The Empire	100%		3	Milco	Spring	36		
HISTORY	330	The Papacy in History	100%		3	Pease	Fall	42		
HISTORY	341	Imperial Russia: From Despotism to the Bolshevik Revolution	100%		3	Evans	Fall	34		X
HISTORY	343	The Soviet Union: From Lenin to Gorbachev	100%		3	Evans	Spring	39		
HISTORY	358	The Jews of Modern Europe: History and Culture	100%		3	Berkowitz	Spring	18		

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p.18/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
HISTORY	363	Germany: Hitler and the Nazi Dictatorship	100%		3	Chu	Fall	38	69	32
HISTORY	364	The Holocaust: Anti-Semitism and the Fate of Jewish People in Europe, 1933-1945	100%		3	Silverman	Spring	71	69	X
HISTORY	370	Topics in the History of Religious Thought: Judaism in the Ancient World	100%		3	Beall	Fall		18	
HISTORY	370	Topics in the History of Religious Thought: Tibetan Buddhism	100%		3	Divalerio	Spring		19	
HISTORY	370	Topics in the History of Religious Thought: Paganism in the Ancient World	100%		3	Beall	Fall	27		
HISTORY	371	Topics in European History: England, 1200-1250	100%		3	Carlin	Fall	10		
HISTORY	371	Topics in European History: The Habsburg Empire	100%		3	Chu	Fall			X
HISTORY	371	Topics in European History: Britain: History of the Vikings	100%		3	Larsen	Fall		21	
HISTORY	372	Topics in Global History: Latino, Latin American and Caribbean Cities	75%		3	Martin	Spring	29		
HISTORY	372	Topics in Global History: Cold War/Left Politics 1947-1961	75%		3	McGuinness	Fall		37	
HISTORY	372	Topics in Global History: Politics and Culture in the 1950s	50%		3	McGuinness	Fall			X
HISTORY	379	Introduction to Jewish History	100%		3	Silverman	Fall	14	23	X
HISTORY	386	Africa: The Age of Empires to 1880	100%		3	Filippello	Fall	32		X
HISTORY	393	History of Mexico	100%		3	McGuinness	Spring		39	X
HISTORY	398	Honors Seminar: Animals in Global History	100%		3	Rothfels	Fall			X
HISTORY	399	The Age of Revolution: Radical Ideology and Practice, 1642-1815	50%	French, English, and American Revolutions and how ideas were turned into action and policy	3	Singer	Fall		16	
HISTORY	434	The US as a World Power in the 20th Century	75%		3	Buff	Fall Spring			X X
HISTORY	489	Internship in History, Upper Division	50%		1-6	Smith	Summer	1		
HISTORY	594	Methods and Theory in the Historical Study of Religion: Women, War and Religion in Early Medieval Europe	100%		3	Beall, Milco	Fall Spring		8	X
HISTORY	600	Seminar in History: World War I	50%		3	Pease	Spring		17	X
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Bandits!	50%	Paradox of "social banditry" –when members of the public view outlaws as avengers, fighters of justice, and liberators; Europe and Mexico	3	Singer	Spring	14		
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Turmoil, Tragedy, and Triumph: Europeans in the Twentieth Century	100%		3	Singer	Fall		16	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: The Idea of Progress in Modern European History	100%		3	Singer	Spring		15	X
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Freudian Slips	75%	Historical, cultural and intellectual context of Freud's theories	3	Equitz	Spring	14	13	X
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: The Last "Good" War?: Ideology and Brutality on the Eastern Front of WWII	100%		3	Equitz	Spring	13	12	X
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Is God Dead?: Modern Intellectual Challenges to Religious Belief	25%	Modernist critique of religion: Pragmatism, Freudianism, Marxism, Existentialism, Christian traditions in the Middle East and Europe	3	Equitz	Fall	30	30	X
HONORS	351	Transatlantic Revolutions: Resistance, Rebellion, and Social Conflict, 1700-1850	50%	Challenges faced by popular classes during the changes brought on by globalizing capitalism and the development of mass politics	3	Singer	Fall Spring			X
HONORS	497	Study Abroad: UK	100%	Faculty-led course on Global Tourism in Transition	1-9	Schuster	Fall Winter Spring	3 6		X X
INTERNATIONAL STUDIES	450	Internship in International Studies	100%	Internship offering practical experience to IS Majors. Examples: US Dept of State; Office of Public Diplomacy, Belgium; Milwaukee Justice Center; Milwaukee World Trade Association	2-6	Wolf	Fall Spring Summer		1	X X X

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p.19/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
INTERNATIONAL STUDIES	260	Introduction to International Careers	100%	Introduction to a wide variety of international studies career options; utilizes aptitude assessment and discussions with professionals from relevant fields	2	Wolf	Spring			
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies:	100%	Capstone seminar required of IS Majors and Minors, offered each semester	3	Faculty	Fall Spring			X X
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies: Cultures and Conflicts	100%	History of the contemporary Arab Middle East by focusing upon the Arab Spring and the role that young people played in this revolutionary period	3	Seymour-Jorn	Spring	8		X
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies: Law and Society	100%	Social and moral order, governance, resistance to the state and norms, legal institutions, and transnational rights movements	3	Bornstein	Spring		21	X
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies: The Cosmopolitan Imagination	100%	Affect theory and its articulation, activation, mediation and utilities of manipulation in international art and politics	3	Kim-Paik	Fall		18	X
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies: Contemporary Issues	100%		3	Bornstein	Fall	23		X
INTERNATIONAL STUDIES	497	Study Abroad	100%	International Studies courses taken abroad in Brazil.	1-12	Staff	Fall	1		X
JEWISH STUDIES	101	Jewish Culture in America: History, Literature, Film	25%	Cross-disciplinary study of modern Jewish culture in America in 19th and 20th centuries	3	Baum, Berkowitz	Fall Spring Summer	24 12		X
JEWISH STUDIES	261	Representing the Holocaust in Words and Images	100%	Holocaust literature and film	3	Baum	Fall Spring Summer	54 51 14	50 51 14	X X X
JEWISH STUDIES	268/368	Jewish and Christian Responses to the Holocaust	100%	Answers to theological questions raised by the Holocaust, such as "Where was God?" Focus on interfaith dialogue and understanding	3	Baum	Spring	14		
JEWISH STUDIES	328	The Arab-Israeli Conflict	100%		3	Brusin	Fall Spring	5 1	3 2	X X
JEWISH STUDIES	358	The Jews of Modern Europe: History and Culture	100%		3	Berkowitz	Spring	9		
JEWISH STUDIES	379	Introduction to Jewish History	100%		3	Lisa Silverman	Fall	6	10	X
JEWISH STUDIES	699	Advanced Independent Study	50%		1-3	Baum, Silverman, Berkowitz, Brusin	Fall Spring		1	X X
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	101	Introduction to Mass Media	50%	Evolution of global mass media from printing press to internet.	3	Shanahan, Wolff, Weber, Popp, Levine, DeGeorge, Hackett, Dwivedee, Maniotis, Wright	Fall Spring	235 159	221 139	X X
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	111	Gender and the Media	50%	How gender representations in popular media inform and construct understandings of the world; gender in popular culture, including new media; critical analysis of representations	3	Lohman	Fall Spring	156 88	171 158	X X
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	113	Internet Culture	50%	Social, cultural and historical dimensions of the internet and rise of global internet community and social movements	3	Tasman	Fall Spring Summer	128 126 25	84 144 25	x x x
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	262	Principles of Media Studies	25%	Worldwide media industries and production practices, Media as a societal institution in which helps make sense of the world	3	Lohman, Wolock	Fall Spring	13 12	17 16	X X
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	360	History of Mass Media	75%	Globalization's impact on evolution of mass media	3	Smith	Fall Spring	77 56		X X

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p.20/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	361	Media Ethics	50%	Application of ethical principles to controversies in journalism, advertising, public relations, new technologies, including their application to coverage of world events	3	Bergeson-Gallun, Allen	Fall Winter Spring Summer	31 22 33 27	32 22 36 28	x x
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	450	Race and Ethnicity in the Media	50%	Media content and forms as they apply to coverage of world events	3	Mcbride	Winter	17	10	
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	562	Media Studies and Culture	25%	Roles that media have played in shaping social structures and the dynamics of cultural identity	3	Blasiola, Lohman	Fall Spring	20 8	21	x
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	620	Seminar in Global Media	100%		3	Wolock	Fall Spring		16 16	x x
L&S-NATURAL SCIENCE	497	Study Abroad: Mexico	100%	Faculty-led course on environmental impacts of atmosphere in Mexico	1-12	Kahl	Winter	4	5	X
LATIN AMERICAN AND CARIBBEAN STUDIES/ LATINO STUDIES	201	Latin American, Caribbean, and U.S. Latin@ Arts and Culture	100%	Approaches to the art, literature, and other cultural productions of Latin America, the Caribbean, and the Latin@ U.S.	3	Martin	Fall	18		
LATINO STUDIES	101	Introduction to Latino Studies	25%	Experience of Latinos in the U.S., including relationship between Latinos and social institutions	3	Figuerola, Hernandez	Fall Spring	29 28	47 23	X X
PEACE STUDIES	201	Introduction to Conflict Resolution and Peace	100%	Violent and peaceful strategies of conflict resolution; viability of various plans for permanent world peace	3	Cubberley, Ehlinger, Kiger, Sharif, Shour, Howell	Fall Spring	57 63	50 56	X X
PEACE STUDIES	489	Internship in Peace Studies, Upper Division	50%		1-6	Clark, Staff	Fall Spring	1 2		X X
PHILOSOPHY	204	Introduction to Asian Religions	100%		3	Mahlik, Magnusson Cowan, Dewitt, Smith	Fall Spring	43 33	40 43	X X
PHILOSOPHY	207	Religion and Science	25%	Conflict between science and religion - international case histories	3	Magnusson	Spring	25	23	X
PHILOSOPHY	243	Moral Problems: Global Poverty and Moral Responsibility	100%	Moral issues regarding our relationship to the less fortunate and to victims of discrimination; distribution of responsibilities in a world swamped in suffering, population problem, gender inequalities across the world, and rights of individuals in the global community	1	Boehm	Fall Spring Summer	23 25	27	X
PHILOSOPHY	250	God, Faith, and Reason	25%	Philosophical reasoning and central questions concerning religious doctrine and faith across traditions	3	Bristow, Mooney, Magnusson	Fall	17	21	X
PHILOSOPHY	337	Environmental Ethics	50%	Theories and practical applications of environmental ethics. Responsibilities to nature/future generations; moral value/status of environment/organisms; philosophical issues concerning environmental studies and ecology	3	Silverstein	Fall	15	36	X
PHILOSOPHY	432	History of Modern Philosophy	50%	Evolution of thought in historical context from Descartes through Kant	3	Boehm, Atherton	Spring	19	27	X
PHILOSOPHY	297/ 497	Study Abroad: Czech Republic and Italy	100%	courses taken in philosophy of religion, art, and literature in Rome, Italy and Prague, Czech Republic	1-12	Staff	Fall Winter Spring	1 1	2	
PHYSICS	381	Honors Seminar: Energy and the Environment	25%	Connects basic physical concepts regarding energy and the environment to the study of global issues related to electricity, thermodynamics, nuclear power, etc.	3	Hirschmugl	Fall	10	16	X

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p.21/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
POLITICAL SCIENCE	106*	Politics of the World's Nations (Global Studies World Regions Course option)	100%	Political issues facing governments of industrialized and developing nations, democratic and authoritarian, considering similarities and differences among nations	3	Horowitz, Hansen, Hook	Fall Spring	62 70	73 38	X X
POLITICAL SCIENCE	175	Introduction to International Relations	100%		3	Heo, Clemens, Davis, Wang	Fall Winter Spring Summer	68 14 64 19	110 9 107 10	X X X X
POLITICAL SCIENCE	216	Environmental Politics	25%	introductory course on environmental politics and policy making with parital focus on the impact of developing countries on efforts to safegu ard the environment, and the issue of environmental justice globally	3	Rast	Spring		16	X
POLITICAL SCIENCE	244	Asian International Relations	100%		3	Faculty	Fall	25	46	
POLITICAL SCIENCE	255	Great Issues of Politics	75%	Controversies focusing on issues of scope of government and extent of individual freedom. Totalitarianism, individual rights, and freedom in a global context	3	Teleb, Ascher	Spring	31		
POLITICAL SCIENCE	310	Politics of the Soviet Union and its Successor States	100%		3	Reuter	Spring	37		
POLITICAL SCIENCE	312	The Politics of Authoritarian Regimes	100%		3	Reuter	Fall	32		
POLITICAL SCIENCE	325	Latin American Politics	100%		3	Sugiyama	Fall		34	X
POLITICAL SCIENCE	328	The Arab-Israeli Conflict	100%		3	Brusin	Fall Spring	25 24	27 22	X X
POLITICAL SCIENCE	330	The Politics of International Economic Relations	100%		3	Horowitz, Smoldt	Spring		45	X
POLITICAL SCIENCE	335	Comparative Political Systems	100%		3	Armstrong	Spring Summer	29		
POLITICAL SCIENCE	337	International Organizations and the United Nations	100%		3	Horowitz	Fall Summer	38 17		X
POLITICAL SCIENCE	338	Seminar in International Relations: Contemporary Problems-International Relations Focus UN	100%		3	Horowitz	Spring Summer	31 17		
POLITICAL SCIENCE	340	Politics of Nuclear Weapons	100%		3	Redd	Fall Summer	30 20		X
POLITICAL SCIENCE	343	Asian International Relations	100%		3	Heo	Fall	25	46	X
POLITICAL SCIENCE	359	Problems of American Foreign Policy	100%		3	Horowitz	Fall Spring	39 37		X
POLITICAL SCIENCE	361	History of International Political Thought	100%		3	Horowitz	Fall Spring	21	34	X
POLITICAL SCIENCE	365	Theories and Methods in International Politics	100%		3	Heo	Spring		47	X
POLITICAL SCIENCE	370	International Conflict	100%		3	Heo, Horowitz	Fall Spring		56 57	X
POLITICAL SCIENCE	371	Nationalism and Ethnic Conflict	100%		3	Horowitz	Winter	23	22	
POLITICAL SCIENCE	372	Poverty and Politics: U.S. and Comparative Perspectives	75%		3	Sugiyama	Fall Summer		22	
POLITICAL SCIENCE	374	Health, Wealth, and Democracy	75%	The relationship between global democracies and wealth, and health care outcomes.	3	Sugiyama	Spring Summer	19 24		X
POLITICAL SCIENCE	377	Elections in the Modern World	100%	Role of elections in contemporary political regimes; representation, accountability, electoral institutions, elections in new democracies, and electoral authoritarian regimes.	3	Reuter	Fall		24	

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p.22/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
POLITICAL SCIENCE	379	Morality, Conflict and War	100%	Examines the conditions that make for war and peace in world politics, and considers relevant moral and ethical arguments about war.	3	Hook, Horowitz	Spring	18	X	
POLITICAL SCIENCE	382	Modern Political Thought	75%	The intellectual, conceptual development of the state-system	3	Ascher, Ferguson	Fall Spring	28 33	25	X
POLITICAL SCIENCE	391	Current Crises and Events in International Relations	100%		3	Hool, Horowitz	Spring		28	X
POLITICAL SCIENCE	423	Conduct of American Foreign Affairs	75%		3	Redd	Fall Winter Spring Summer		22 3 3 14	
POLITICAL SCIENCE	297/ 497	Study Abroad: Italy, Australia, England, Spain, New Zealand, Ecuador, Germany, France	100%	courses in int'l relations, peace and conflict, foreign policy, and politics; taught in Newcastle, Florence, Canterbury, Monterrey, Alcala, Marburg, etc.	3	Staff	Fall Spring	9 12	5	X X
RELIGIOUS STUDIES	101	Introduction to World Religions	100%		3	Williams, Divalerio, Milco	Fall Spring	72 41	60 84	X X
RELIGIOUS STUDIES	350	Advanced Topics in Religious Studies: Martyrdom-Antiquity to Present	100%	Historical martyrdom in terms of political, religious, military, and justice dynamics; motivations, definitions, symptom of conflict	3	Milco	Fall		13	X
RELIGIOUS STUDIES	361	Russian and Slavic Folklore	100%		3	Murphy-lee	Spring	10	15	X
RELIGIOUS STUDIES	451	Religious Practices and Values in Local and Global Communities	75%		3	Milco	Spring	12		
RELIGIOUS STUDIES	497	Study Abroad: Thailand	100%	Courses on Buddhism taken in Thailand	1-12	Staff	Fall Spring	3 10	1	X X
SOCIOLOGY	235	Social Change in the Global Economy	100%		3	Wolover	Fall		23	X
SOCIOLOGY	250	Sex and Gender	25%	Sexual inequality, changing work and family roles in industrialized societies	3	Bartholomay, Costello	Fall Spring Summer	49 46 21	50 47 26	X X X
SOCIOLOGY	297	Study Abroad: Mexico, Australia, Czech Republic, China, Brazil	100%	courses in culture, society, health service and media; taught in Monterrey, Newcastle, Shanghai, Prague, Rio De Janeiro	4	Staff	Fall Spring	3 2	3	X X
SOCIOLOGY	323	Perspectives on Latino Communities	25%		3	Velez	Fall		28	X
SOCIOLOGY	325	Social Change	25%	Class, race and gender conflict as engines of social change in the US, incorporating global dynamics of WWI/WWII, the Cold War, US economic imperialism, the Vietnam War and the nature of the global capitalism	3	Bryan, Mantyh, Wolover	Fall Spring	33 47	49 58	X X
SOCIOLOGY	327	The Social Organization of Technology: A Comparative Perspective	75%	How various technological advances have shaped language, lifestyles, and realities. How technology has influenced increased rates of global communication and our interpretations of the world	3	Wolover	Fall Spring Summer	36 17 13	38	X
SOCIOLOGY	376	Modern Sociological Theory	50%	Major paradigms, using international examples; taught by Global Studies faculty	3	Mccarthy, Baran, Aneesh	Fall Winter Spring Summer	21 33 13	23 22 8	X X
SOCIOLOGY	450	Environmental Sociology	75%	Interaction between humans, their artifacts, and the natural environment, using international case studies, taught by Global Studies faculty	3	Mirosa	Fall	16		
SOCIOLOGY	497	Study Abroad	100%	courses in Sociology taken abroad; faculty-led	1-12	Staff	Fall Winter Spring Summer	8	5	X X

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p.23/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
URBAN STUDIES	150	Multicultural America	25%	U.S. ethnic and racial identities, with attention to African-, Asian-, Hispanic-, and Native-American experiences	3	Harris	Fall Winter Summer	19 18 23	19 15	X
URBAN STUDIES	250	Exploring the Urban Environment	25%	The nature of the city, the processes that effect change, and the future of global cities	3	Hussain, Lund, Chakraborty	Fall Spring	21 14	19 11	X X
URBAN STUDIES	360	Perspectives on the Urban Scene: Urban Agriculture, Food Justice and Environmental Sustainability	100%	Urban agriculture at the local, national, and global scales. Addresses Global, Neoliberal capitalism and food inequality and insecurity.	3	Kocisky	Fall Spring		27 28	X X
URBAN STUDIES	497	Study Abroad	100%	Faculty-led course on urbanism in Havana, Cuba	1-12	Martin	Winter	8	5	X
WOMEN'S STUDIES	200	Introduction to Women's Studies: A Social Science Perspective	50%	Feminist theories and women's experiences in societies around the world	3	Jandrey, Sperling, Williams, Skarsten, hoffman, Anderson-Ives	Fall Spring	56 81	61 46	X X
WOMEN'S STUDIES	201	Introduction to Women's Studies: A Humanities Perspective	50%	Situations of women around the world, gender-related issues including work, economics, politics, family, education, media, violence, health, sexuality, and culture	3	O'Brien, Gomaa, Eichner, Grensavitch, Jandrey, Witz, Bhattarai, Skarsten, Hoffman, Anderson-Ives, Westlund, O'Brien, Grensavitch	Fall Winter Spring Summer	108 19 74 15	85 19 88 14	X X X X
WOMEN'S STUDIES	297/497	Study Abroad: Vietnam	100%	Courses on Gender and development in Ho Chi Min City	1-12	Amster	Fall Winter		1 7	X X
WOMEN'S STUDIES	303	Feminist Activism and Movements	75%	Feminist activism, social and political movements in a global and historical context	3	Kader	Fall			X
WOMEN'S STUDIES	401	Global Feminisms	100%	Women and gender in international perspective. Pitfalls of "universal sisterhood," contextualizing feminism, sharing feminist concerns across geographical and national boundaries, relationship between gender and imperialism/colonialism.	3	Mansson McGinty	Fall	20	20	X
WOMEN'S STUDIES	410	Feminist Theory	50%	Addresses multi-cultural, marxist, socialist, French, and global feminists theories.	3	Kader, Huang	Fall	27	29	X
WOMEN'S STUDIES	500	Advanced Social Science Seminar in Women's Studies: Gender in Global Asia	100%		3	Huang	Spring	15		X
WOMEN'S STUDIES	501	Gender and Imperialism: Historical Perspectives	100%		3	Kennedy	Fall		15	
PROFESSIONAL SCHOOLS										
SCHOOL OF ARCHITECTURE AND URBAN PLANNING										
ARCHITECTURE	300	Architectural History and Theory	75%	International architectural history and its theoretical base. Classical architecture to the present	3	Newton, Saboori, Sobti, Momenee, Benyamin	Fall	8	8	X
ARCHITECTURE	302	Architecture and Human Behavior	75%	International behavioral, social and cultural factors and their implications for the design and planning of the built environment	3	Sen, Newton, Yang, Javed, Jalalianhosseini, Nash, Diewald, Morrison, Taher	Spring	97	102	X
ARCHITECTURE	340	Urban Design	25%	Urban design in global contexts	3	Esswein	Fall	5		X
ARCHITECTURE	497	Study Abroad: France, Italy, Japan, Norway, Denmark, Sweden, Finland	100%	variable topic architecture course focusing on history, design, artifacts, and sustainability; taught in various countries	6	Snyder, Jarosz, Wallick	Summer	29	48	X
ARCHITECTURE	510	Survey of Structural Analysis and Design	100%	Historical and comparative overview of Asian, European, and South American building methodologies	3	Ganji, Ricco, Utzinger, Saboori, Menolascino	Fall Winter Spring Summer	22 11		X 21 X

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Study Abroad enrollments for Spring/Summer 2018 are incomplete, posted following students' return to UWM PMA Award # P015A180098

p.24/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
ARCHITECTURE	560	Introduction to Historic Preservation	25%	Philosophical and conceptual foundations of preservation, includes international theories and examples as basis for decision-making on preservation issues	3	Jarosz	Fall	18	7	X
ARCHITECTURE	797	Study Abroad: Japan, France, Denmark, Norway, Sweden, Finland	100%		3-12	Jarosz, Wallick, Snyder	Summer	1	16	X
URBAN PLANNING	315	Great Cities of the World: Their Growth and Guided Urbanization.	100%	Planning and development programs of large cities and their approaches to growth, change, and decay, with a view to future solutions.	3	Kilmer	Spring	26	15	X
URBAN PLANNING	350	Social Justice, Urban Planning and the New Multicultural America	25%	Historical, sociological, economic and political relationships that impact urban communities. Community and social justice issues from a planning perspective	3	Harris	Fall	19	14	X
URBAN PLANNING	497	Study Abroad	100%	Urban planning courses taken abroad	3-12	Staff	Summer	29	48	X
URBAN PLANNING	797	Study Abroad	100%	Urban planning courses taken abroad	3-12	Staff	Summer	1	16	X
PECK SCHOOL OF THE ARTS										
ART and DESIGN	124	Design Survey	50%	20th century design movements - international context	3	Reed, Stroeh,	Fall Spring	86 87	94 64	X X
ART and DESIGN	152	Photographic Survey	50%	19th, 20th, and 21st century international historical and cultural contexts for the medium	3	Mougel	Fall	36	35	X
ART and DESIGN	297/ 497	Study Abroad: France, Spain, Thailand, Italy, and Brazil	100%	courses in design, fashion, painting, printmaking, photography, jewelry, drawing, history, and culture; taught in various countries	1-12	Cooke, Greene	Fall Spring Summer	4 6 26	3 X 51	X X X
DANCE	103	Introduction to Iyengar Yoga	100%	Cultural underpinnings and practice of yoga	2-3	Melchior, Radloff, Hansen, Haggith, Goulet	Fall Winter Spring Summer	463 405	451 332	X X X X
DANCE	122	African Dance & Diaspora Technique	100%	Philosophical and applied foundations of African-American dance. Role of dance as expression of socio-cultural experience. Emphasis on movement.	2-3	Heil, Bronson, Turner, Walker, Pinder-fearen	Fall Winter Spring Summer	138 134	123 96	X X X X
DANCE	222	African Dance & Diaspora Technique III	100%	A continuation of Dance 123	2-3	Staff	Fall Spring	138 134	123 96	X X
DANCE	314	Contemporary Dance History	25%	Developments in modern dance with emphasis on comparative philosophies	3	Loewen, Rodero	Fall	11	14	X
DANCE	320	Rituals and Cultures	50%	Sources, dimensions, and elements of ritual. Creating ritual components through storytelling, singing/chanting, movement/gestures, wearing/carrying special clothing/objects.	2-3	Parson	Spring			X
DANCE	370	World Movement Traditions	100%	Dance and movement traditions of world cultures: Tai-Chi, Ballroom Dance, Salsa/Merengue, Indian Classical and Flamenco, Irish Dance History and Practice	2-3	Ryan, Sperl, Heil, Wood, Ryan, Hernandez	Fall Spring	50 26	55 33	X X
FILM, VIDEO, ANIM, & NEW GENRES	150	Multicultural America	25%	Cross-cultural study of U.S. ethnic and racial identities with attention to African-, Asian-, Hispanic- and Native American experiences	3	Cobb, Umali, Hopinka, Suzuki	Fall Spring	46 60	56 73	X X
MUSIC	211	General History of Western Music I	100%		6	Noona, Arenivar, Perera, Peters	Fall	96	79	X
MUSIC	212	General History of Western Music II	100%		3	Noonan, Arenivar, Perera, Peters	Spring	39	46	X
MUSIC	246	German Diction in Singing	100%		1	Rowe, Ernst	Spring		19	X

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p.25/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
MUSIC	307	General History of Western Music III	75%		3	Arenivar, Stein, Perera, Rodger, Peters	Fall	22	38	X
MUSIC	310	Introduction to World Musics	100%		3	Miller, Rodger, Forbes	Fall Spring	19 22	17 26	X X
MUSIC	297/ 497	Study Abroad: England	100%	courses in music history, culture and styles; taught in Canterbury	1-12	Staff	Spring	2		X
MUSIC	349			A guided analytical and historical survey of the music, 50% composers, performers, cultures, and literature for guitar from the sixteenth to twenty-first centuries.	3	Chekan	Fall Spring		2	X X
THEATRE	321	The Theatre: Beginnings Through Realism	100%	Development of theatre art and practice, performance, and scripts, from classical antiquity through the 19th century	3	Janes, Mello	Fall Spring	24 14	35 22	X X
THEATRE	322	The Theatre: Modern & Contemporary Period	75%	Development of theatre art and practice, performance, and scripts from 1900 to present	3	Janes, Mello	Fall Spring	22 23	21 23	X X
THEATRE	324	Theatre in the Americas: Latin American, Caribbean, and Latina/o Theatre	75%	Survey of Latin American, Caribbean, and U.S. Latina/o theatre and performance. History and cultures of the Americas that shape these productions	3	Rios	Fall Spring		17	X
THEATRE	325	History of Costume	75%	Costume and fashion from Egyptians to present	3	Eble	Spring	14		
THEATRE	497	Study Abroad: England	100%	British and European Theatre in London, England	1-12	Mello, Janes	Spring Summer	2		X X
LUBAR SCHOOL OF BUSINESS										
BUSINESS ADMINISTRATION	456	International Financial Management	100%		3	Wang, Li, kim, C. Li	Fall Spring Summer	153 159 28	132 160	X X
BUSINESS ADMINISTRATION	465	International Marketing	100%		3	Pandey, Bhatnagar, Blankenburg, Wentz, Kang	Fall Winter Spring Summer	213 217 88	202 219	X X
BUSINESS ADMINISTRATION	467	Marketing Seminar: International Retailing	100%		3	Gibler, Peracchio	Spring	44		X
BUSINESS ADMINISTRATION	468	Internet Marketing	75%	Business uses of the internet, E-Marketing principles, tools, and strategies in a global marketing context	3	Al-Emran, You, Parikh, Gibler	Fall Spring	76 79	90 85	X X
BUSINESS ADMINISTRATION	495	Special Topics in Business: Negotiation Skills: Theory to Practice	50%	Simulation-based workshop on improving student's understanding of the negotiation process; building communicative effectiveness as a negotiator in various business, personal, and global contexts	3	Lipo Zovic, Spellman	Fall	16	18	X
BUSINESS ADMINISTRATION	496*	International Business (Global Management Track Capstone Seminar)	100%	Strategic factors specific to the conduct of business in international markets; focuses on integration of marketing, finance, production, and other management functions into international business, cultural, social, and political environments	3	Deng, Wan, Cheng, Dong, Kaur, Wentz,	Fall Winter Spring Summer	164 44 166 36	155 42 161 16	X X X X
BUSINESS ADMINISTRATION	297/ 497	Study Abroad: England, Australia, Mexico, China, France, Sweden, Germany, and Spain	100%	Business courses taken abroad	1-12	Staff	Fall Winter Spring Summer	27 1 54 1	41	X X X X
BUSINESS ADMINISTRATION	498	Study Abroad in Germany, Netherlands, Iceland, Australia, Vietnam, Cambodia, Thailand, France	100%	faculty-led courses: Doing Business in Germany, Netherlands and Iceland, Southeast Asia's Emerging Markets, Immersion in European Business in Paris	3	Bhatnagar, Freimark	Winter Summer	28 35	18 38	X X

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p.26/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
BUSINESS ADMINISTRATION	535*	Global Information Systems Management	100%	Management issues surrounding the effective deployment of information systems in different regions of the world	3	Shaffer, Cheng, Zahedi, Beheshti	Fall Spring Summer	36 28 33	43 44 27	X X X
BUSINESS ADMINISTRATION	541*	Cross-Cultural Management (Global Management Track required course)	100%	Business cultures around the world; the impact of cultural differences in international management and negotiations	3	Shaffer, Cheng	Fall Spring	31 43	37 43	X X
BUSINESS ADMINISTRATION	551	International Investments	100%		3	Voit, Librizzi, Gelfand, Huntzinger	Fall Spring	26 51	22 45	X X
SCHOOL OF EDUCATION										
CURRICULUM & INSTRUCTION	240	Field Experience with Dual Language Learners	75%	Focused on language acquisition and development, including children who are emerging bilinguals, or dual language learners	2	Sedivy, Stone, Staff, Smith, Coriano	Fall Spring	38 30	26 27	X X
CURRICULUM & INSTRUCTION	313	Teaching Economics in the Social Studies Curriculum	50%	Approaches to teaching k-12 economics, based in latest research and teaching practices; macroeconomics, economics in World History, economics in World Geography	2	Hawkins, Staff	Spring	15	9	X
CURRICULUM & INSTRUCTION	437	Student Teaching in World Language - Minor	75%		2-12	Joseph	Fall Spring		1 2	X X
CURRICULUM & INSTRUCTION	438	Student Teaching in World Language - Early Childhood-Adolescence	75%		2-12	Joseph	Fall Spring	1 10	X 6	X X
CURRICULUM & INSTRUCTION	442	Student Teaching in Bilingual Education	75%		2-12	Joseph, Smith	Fall Spring	2 x		X X
CURRICULUM & INSTRUCTION	443	Student Teaching in English as a Second Language: Minor	50%		2-12	Smith, Joseph	Fall Spring Summer	12 14 2	5 10	X X
CURRICULUM & INSTRUCTION	444	Student Teaching in ESL- Early Childhood-Adolescence	50%		2-12	Joseph	Fall Spring	1 5	4 4	X X
CURRICULUM & INSTRUCTION	445	Seminar in Language Education	75%	Provides student teachers support to reflect on their student teaching experience and complete the program portfolio	3	Joseph	Fall Spring		5 7	X X
CURRICULUM & INSTRUCTION	501	Language Acquisition for Children of Diverse Backgrounds	75%	Theories of language acquisition and development for children of diverse backgrounds, and teaching methods for developing literacy and biliteracy. Methods of sheltered language instruction	3	Sedivy, Stone	Fall Spring	44 32	31 31	X X
CURRICULUM & INSTRUCTION	541	Principles and Methods of Teaching ESL	50%	Techniques of introducing ESL at the K-12 level. Teaching of basic language skills, especially listening comprehension and speaking	3	Rivas, Sedivy, Joseph, Schoenbeck	Fall Spring	55 60	59 55	X X
CURRICULUM & INSTRUCTION	542	History and Politics of Second Language Education	25%	History, politics, legal and social contexts of language education in the United States today	3	Jauregui, Joseph	Fall Summer	17 11	21	X
CURRICULUM & INSTRUCTION	543	Developing Biliteracy	50%	Practical application of theory and research on language development in a bilingual setting; development of primary language skills	3	Avila, Romero, Joseph	Spring Summer	26 16	X	X
CURRICULUM & INSTRUCTION	546	Language, Content, and Comprehensible Input	75%	Theories and methods for delivering content to second language learners. Models of sheltered and learning strategies instruction explored	3	Avila, Romero	Fall	21	26	X
CURRICULUM & INSTRUCTION	637	World Language Methods and Materials	100%	Principles and practical instructional techniques to prepare teachers with experiences and background to teach world languages	3	Badillo, Joseph, Falk	Fall Spring		6 5	X

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p.27/30

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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
CURRICULUM & INSTRUCTION	655	Applied Linguistics for Teachers	75%	Linguistic principles applied to language-based activities in the classroom and which can be useful in solving language-learning problems	3	Avila, Schoenbeck, Diaz, Joseph	Fall Spring	15 10	24	X
EDUC POLICY/ COMMUNITY STUDIES	375	Cultural Foundations of Education	25%	Cultural influences of diasporic communities as they affect education in the US	3	Troiano, Tapia, Johnson, Farmer-Hinton, Williams, Rai, Swaminathan, Sandy, Horning	Fall Winter Spring Summer	121 103 47	120 110	X X
EDUC POLICY/ COMMUNITY STUDIES	460	Chicano Experience	25%	Issues shaping the Chicano experience in U.S. by focusing on immigration, the Barrio, Repatriation, Zoot Suit, Chicano-police riots, etc.	3	Tapia	Fall Spring	26		X
EDUC POLICY/ COMMUNITY STUDIES	520	Peace Education	50%	Prepares students to teach about peace, nonviolence, and conflict resolution through case studies from US and abroad	3	Kailin	Fall	15	12	X
SCHOOL OF FRESHWATER SCIENCE										
FRESHWATER SCIENCES	461*	Politics and Policy of Sustainability (jointly taught w/GLOBAL 461 and CES 461)	100%	Environmental policy, governance, and management for global sustainability	3	McGuire	Fall		4	X
FRESHWATER SCIENCES	502	Aquatic Ecosystem Dynamics	25%	Dynamic processes in inland waters concentrating especially on African lakes, how various lake properties interact and change in space and time. Large lakes and interaction with human populations	3	Bootsma, Bockwoldt	Fall	18	29	X
FRESHWATER SCIENCES	506	Environmental Health of Freshwater Ecosystems	25%	Influences of human-induced environmental change on the health of freshwater ecosystems and humans who interact with these systems	3	Klaper, Carvan	Spring	18	17	X
FRESHWATER SCIENCES	510	Economics, Policy, and Management of Water	25%	Impact of economics, policy, and management decisions on freshwater resources	3	Thiel, Klump, Pham, Kehl	Fall	8	17	X
COLLEGE OF ENGINEERING AND APPLIED SCIENCE										
CIVIL ENGINEERING	413	Environmental Engineering	25%	International examples of water pollution and control, hazardous substances and risk assessment, water and wastewater treatment, air pollution and emission control practices	3	Wang, Chen, Karls	Fall Spring	38 30	21 40	X X
CIVIL ENGINEERING	492	Environmental Impact Assessment	25%	Impacts of large projects on quality of environment with emphasis on physical and community impacts, includes international case studies	3	Voigt	Spring		22	X
COMPUTER SCIENCE	395	Social, Professional, and Ethical Issues	25%	Key issues that arise in context of professional computing. Information ethics, access, and divide	3	Cheng, Dumitrescu, Jones	Fall Spring	33 37	29 39	X X
ENGINEERING AND APPLIED SCIENCE	297/497	Study Abroad in Germany, Mexico, England, and Ecuador	100%	Faculty led engineering courses in Germany and England and study abroad course in England,	3	Lopez, Church	Fall Spring Winter Summer	6 5 20 4	3 21	X X X X
COLLEGE OF HEALTH SCIENCES										
BIOMEDICAL SCIENCES	539	Public Health Microbiology	25%	Addresses infectious diseases and their distribution and impact on human health around the world	2	Hassan, Burlage	Fall	9	12	X
COMMUNICATION SCIENCES & DISORDERS	245	Client Diversity in Health Sciences: An Interdisciplinary Perspective (jointly taught w/HEALTHCAREADM 245 and THERAREC 245)	25%	Interdisciplinary instruction on effective service delivery in the health sciences to culturally diverse individuals and families. Emphasis on complexity of an individual's cultural identity	3	Eells, Rhyner, Nambisan, Almonroeder, Stoffel, Heintz, Lesage, Sanders	Spring	18	21	X
HEALTH CARE ADMINISTRATION	245	Client Diversity in Health Sciences: An Interdisciplinary Perspective (jointly taught w/COMMSCIDIS 245 and THERAREC 245)	25%	Interdisciplinary instruction on effective service delivery in the health sciences to culturally diverse individuals and families. Emphasis on complexity of an individual's cultural identity	3	Eells, Rhyner, Nambisan, Almonroeder, Stoffel, Heintz, Lesage, Sanders	Spring	9	14	X

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p.28/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
HEALTH CARE ADMINISTRATION	502	Health Care Delivery Systems: National and International Perspectives	50%	An analysis of health delivery systems in US and abroad	3	Trinh, Schwei, Nguyen	Spring	56	53	X
SPORT AND RECREATION	293	Martial Arts	25%	Cultural underpinnings and practice of various martial arts incl. T'ai Chi Ch'uan; Shaolin Kung Fu; Brazilian Jiu Jitsu; Capoeira; Qigong; Mixed Martial Arts; Kobudo	1-2	Meyers, Klipp, Ottow, Bartylla, Takahashi	Fall Spring Summer	51 56	60 50	X X
THERAPEUTIC RECREATION	103	Introduction to Leisure	25%	Historical, philosophical, sociological, developmental, and cultural aspects of leisure	3	Nutter, Kohl	Fall Spring Summer	212 200 36	214 210 27	X X X
SCHOOL OF INFORMATION STUDIES										
INFORMATION STUDIES	110	Introduction to Information Science and Technology	50%	Institutions and technologies for organizing, storing, and retrieving information and their cultural, social, and political impacts. Information policy and ethics, access and digital divide	3	Zimmer, Kozak, Choi, Graf, Holmes, Barniskis	Fall Spring Summer	154 129 22	196 129 23	X X X
INFORMATION STUDIES	120	Information Technology Ethics	75%	Current ethical issues in information and technology use, information poverty and access disparities	3	Peekhaus, Barniskis, Aman, Zimmer, Khatib	Fall Spring Summer	88 66 11	140 114	X X
INFORMATION STUDIES	310	Human Factors in Information Seeking and Use	25%	Human information needs, seeking, and processing, including human factors in design, development, and evaluation of information services	3	Schoeller, Babu, Newell, Choi	Fall Spring Summer	95 88 13	123 116	X X
INFORMATION STUDIES	325	Information Security I	50%	Issues and practices related to protection of information and other digital assets	3	Sabha, Piziak, Park	Fall Spring Summer	35 36 24	60 74	X X
INFORMATION STUDIES	430	Multimedia Application Development	25%	Multimedia and their applications in information services, including image representation and processing and multimedia information delivery, considered in international contexts	3	Du Plessis	Fall Spring	25		
INFORMATION STUDIES	465	Legal Aspects of Information Products and Services	50%	Legal environments surrounding development and use of information products and services, including intellectual property and issues specific to internet and other digital mediums	3	Kozak, Lipinski	Fall Spring	27 23	18 23	X X
INFORMATION STUDIES	497	Study Abroad: Canada	100%	Oh Canada! Archives North of the Border	1-12	Hayes	Summer	10		X
INFORMATION STUDIES	603	History of Books and Printing	25%	History the book from its origins in the Middle East to its present in contemporary society	3	Yela	Fall Spring	10 11	14 11	X
INFORMATION STUDIES	622	Information Marketing	50%	International case studies in information brokering and repackaging	3	Ponelis	Summer	18		X
INFORMATION STUDIES	660	Information Policy	100%	Global information policies and privacy, intellectual freedom and property	3	Kozak, Peekhaus	Fall Spring		3	X
INFORMATION STUDIES	691	Special Topics in Information Science: Infopreneurship	75%	Global information careers that support economic development; impact of political, economic, technological, legal, regulatory, environmental and social issues including diversity on entrepreneurship	3	Ponelis	Fall	8	7	X
COLLEGE OF NURSING										
NURSING	101	Cultural Diversity in Healthcare	25%	Cultural diversity's implications for sensitivity and respect in health promotion and human relations	3	Mkandawire-Valhmu, Ellis, Morgan, Luft, Kako, Simonson, Brown	Fall Winter Spring Summer	315 18 274 32	305 13 287	X X X
NURSING	110	Introduction to Global Health	100%	Overview of the broad field of global health, using the U.N. Millennium Development Goals as a guiding framework	3	Galvao	Fall	19	11	X

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p.29/30

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	16/17	17/18	18/19
NURSING	204	Global Maternal and Child Health: From Evidence to Action	100%	Critical issues impacting the health of mothers, newborns and children, using a global perspective and a life course analytical approach	3	Galvao	Fall		6	X
NURSING	297/ 497	Study Abroad in Kenya and Malawi	100%	Faculty-led courses: Nursing in Kenya, community health in Malawi	1-12	Kako, Deitrich, Mkandawire-Valhmu	Fall Winter Summer	12 26 18		X X X
NURSING	380	Honors Seminar: Negotiating Difference: Race & Culture in Contemporary Health Care	25%	Explores race and culture in relation to attitudes toward, access to, and treatment within health care delivery systems	3	Morgan	Fall	16	15	X
NURSING	475	Global Health: Ethics and Human Rights	100%	Ethics and human rights issues related to disparities in financial, educational, technological, environmental, and political resources available to support healthy populations across the globe	3	Dressel, Galvao	Fall Spring	33 6	5	X
UWS COLLABORATIVE NURSING PROG	365	Current Topics of Nursing: Cross-Cultural Nursing	50%	Enhances insight and understanding of the impact of culture on health, illness, and wellness within various communities. Analyzes and synthesize information to develop culturally congruent healthcare	1-6	Forbes	Fall Spring Summer	10 13 4	4 2	X X X
UWS COLLABORATIVE NURSING PROG	365	Current Topics of Nursing: Global Health Ethics and Human Rights	100%	Explores the ethical and human rights dimensions of global health, and address many controversial issues; poor budget allocations, effects of trade agreements on health	1-6	Schoneman, Dressel	Fall Spring Summer		6 13 6	X X X
HELEN BADER SCHOOL OF SOCIAL WELFARE										
CRIMINAL JUSTICE	304	Gangs and Organized Crime	25%	Provides an overview of domestic and international gangs and organized crime networks. The challenges these organizations bring to the criminal justice system are also discussed.	3	Richie	Fall Spring		46	X
CRIMINAL JUSTICE	410	Comparative Criminal Justice	50%	Comparative study of criminal justice in selected countries. Emphasizes cultural influences on the principles and operation of criminal justice systems	3	Bokas	Fall	20	26	X
CRIMINAL JUSTICE	497	Study Abroad	100%	variable topics in social work: public policy, criminal justice, and field work; taught in Austria	1-6		Summer		4	X
SOCIAL WORK	206	Introduction to Social Welfare Policy	25%	Historical study of social welfare policy internationally comparing the top 9 to 15 industrialized countries	3	Pate	Fall Spring	81 86	62 67	X X
SOCIAL WORK	297/ 497	Study Abroad: Austria and Thailand	100%	Faculty-led courses on Social Work & Criminal Justice in Austria, England	1-6	Rose	Spring Summer	2	9	X X
JOSEPH J. ZILBER SCHOOL OF PUBLIC HEALTH (Graduate-level programs only)										
PUBLIC HEALTH	101	Introduction to Public Health	50%	History, science, and principles, issues of and approaches to the field and practice of public health; considers transnational health phenomena	3	Ahrenhoerster, Bokowy, Kartheiser, Dookeran, Cochran	Fall Spring Summer	75 64 10	52 53 X	X X X
PUBLIC HEALTH	303	Climate Change, the Environment, and Human Health	75% worldwide	Scientific concepts in biology, chemistry, and geology relate to disease rates and what societies can do to curb the effects of climate change on human health	3	Laiosa	Fall	10	16	X

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p.30/30

University of Wisconsin-Milwaukee, Center for International Education,
Undergraduate National Resource Center and Undergraduate FLAS Fellowships Application

TABLE OF CONTENTS

Application Package Forms and Attachments:

- Application for Federal Assistance (SF424) and Supplemental Information
- Budget Form ED524, Section A Budget Summary and Section C Line Item Budget
(attached under Budget Narrative File)
- GEPA Section 427 description
- Abstract
- **Project Narrative**

Introduction:	1
Criterion A: <u>Program Planning and Budget</u>	4
<i>Table 1: CIE NRC Program Development Plan</i>	7
Criterion B: <u>Staff Resources</u>	8
<i>Table 2: NRC Project Leaders</i>	10
Criterion C: <u>Impact and Evaluation</u>	11
<i>Table 3: Global Studies Program Impact Data Snapshot</i>	11
<i>Table 4: UWM Student Retention, Graduation Data</i>	12
<i>Table 5: Global Studies Career Placements</i>	13
<i>Table 6: Sample Global Studies Alumni Activities</i>	13
<i>Table 7: Racial Diversity Relative to UW System Schools</i>	14
<i>Table 8: Evaluation Plan</i>	17
Criterion D: <u>Commitment to the Subject Area</u>	21
<i>Table 9: UWM Support for Global and International Studies</i>	23
Criterion E: <u>Strength of Library</u>	24
Criterion F: <u>Non-Language Instructional Program</u>	26
Criterion G: <u>Language Instructional Program</u>	32
<i>Table 10: UWM Language Programs</i>	33
<i>Table 11: Language Program Performance Expectations</i>	35
<i>Table 12: Language Program Performance Expectations (Level IV)</i>	35
Criterion H: <u>Curriculum Design</u>	37
<i>Table 13: BA in Global Studies</i>	37
<i>Table 14: Curriculum Overview</i>	38
<i>Table 15: Global Studies Internships, examples</i>	39
<i>Table 16: Other CIE-Supported Undergraduate Programs</i>	40

Criterion I:	<u>Outreach Activities</u>	42
	<i>Table 17: CIE Outreach Programs and Audiences</i>	44
Criterion J:	<u>FLAS Awardee Selection Procedures</u>	47
Criterion K:	<u>Competitive Preference Priorities</u>	48
Conclusion:	49

Other Attachment Files

Mandatory Other Attachment

- NRC and FLAS Applicant Profile (filename: FY 2018 Profile Form.pdf)

Optional Other Attachments

- Acronyms List
- Table of Contents
- Description: Diverse Perspectives and Wide Range of Views in Funded Activities
(filename: Diverse Perspectives.pdf)
- Description: Government Service in Areas of National Need and in Other Employment Sectors (filename: Areas of Need.pdf)

Appendices:

- Curriculum Vitae List
- Position Descriptions
- Course List
- Performance Measures Forms (filename: PMF Forms 2018.pdf)
- Letters of Support (filename: SupportLetters.pdf, referred to as Appendix A in the Project Narrative)
 - Metropolitan Milwaukee Association of Commerce's World Trade Association
 - Milwaukee Global Health Consortium
 - Milwaukee Public Schools
 - Wisconsin Association for Language Teachers

Certifications and Assurances

University of Wisconsin-Milwaukee, Center for International Education,
Undergraduate National Resource Center and FLAS Fellowships Application

POSITION DESCRIPTIONS

(in the Budget Narrative please see these listed under 1. Personnel)

Marketing & Communication Specialist

50% LTE position

1040 hours/year at \$15/hour (anticipate annual increase of 4%), all four years of the grant cycle

Total request for grant cycle: \$66,245

Duties: communicate grant impacts to various audiences locally, regionally, and nationally; and to increase awareness about global, international, and language studies (targeting high school and college students).

- Publicize activities, accomplishments, and impacts related to grant activities
- Strategize and develop initiatives to increase the exposure of grant funded activities and impacts; examples of these could include welcome day activities, congratulatory events for students, videos, mailers, social media campaigns etc.
- Represent Global Studies, CIE, and IWA at recruitment and public events such as college fairs, preview days, open houses, high school visits; make presentations as appropriate
- Respond to inquiries from the press
- Collaborate with other staff in the offices of the College of Letters & Science Relations, University Relations, and Admissions to ensure appropriate marketing materials are available and are being distributed in a timely and efficient manner
- Contribute to and coordinate social media presence related to grant activities including Global and International Studies
- Establish and maintain relationships with faculty and staff at key feeder high schools, technical colleges, and 2-year colleges to create a referral network
- Assist in the preparation of reports and statistics related to grant activities, particularly for use in public relations materials

Administrative Assistants

Two 50% LTE positions

1040 hours/year at \$15/hour (anticipate annual increase of 4%), all four years of the grant cycle

Total request for grant cycle: \$138,606

Duties: The University Services Program Associate assists faculty and staff in Global Studies and the Center for International Education in administering outreach activities and coordination of the Title VI NRC FLAS grant. Duties include assistance with budget, personnel, communication, administrative procedures related to grant activities. The University Services Program Associate must be prepared to interact effectively with a growing and varied number of students, and a varied faculty in several disciplines. Work is performed under the general supervision of the Director of Global Studies, with significant input and guidance from the Directors of CIE and IWA.

Teacher Certification in LCTL (AP)

50% LTE position, request for years three and four of the grant cycle

Total request for grant cycle: \$24,000

Duties: The position is responsible for working with the School of Education and the language programs in the College of Letters and Sciences on simplifying the pathway to licensure for language teachers, especially in the LCTLs. The detailed tasks include:

- investigate the current teacher certification requirements from the Department of Public Instruction in the State of Wisconsin
- redesign teacher certification in LCTLs
- coordinate certification efforts between School of Education and the Language programs in information sharing and updates
- liaison between the targeted Milwaukee Public Schools (MPS) that offer LCTL language instructions and UWM to help provide LCTL instruction to MPS schools.

Seed Faculty Line (AP)

Full time Assistant Professor in Chinese (request for seed funding of \$30,000 per year for years one and two; based on full faculty salary of \$62,000/year)

Total request for grant cycle: \$60,000

Description: The Chinese Program in the Department of Foreign Languages and Literature instructs a large number of students in Chinese language, literature, and culture. The Department of Foreign Languages and Literature at the University of Wisconsin-Milwaukee seeks a tenure-track position in Chinese literature and culture. Candidates must have their Ph.D. in Chinese literature or culture by the time of employment, a demonstrated record of scholarly publications, and native or near native fluency in Chinese and English. Preferred qualifications include: extensive experience in teaching Chinese literature, culture, and language at all levels, experience in supervising and mentoring undergraduate and graduate students, experience in program management and development, and willingness to serve as coordinator for Chinese and associated study abroad programs.

Rationale: Chinese is strong at UWM and has great potential for growth. Chinese ranks 2nd in the Department of Foreign Languages and Literature in majors and minors with 21 and 9; and Chinese will be of vital importance for future economic development in our region.

- The Chinese Program is working to collaborate with the Lubar School of Business to offer courses in survival Chinese for business, which will attract students to our core courses.
- Taiwanese multinational Foxconn is on the verge of opening operations in the Greater Milwaukee area, a move that will create an estimated 13,000 new jobs.
- Chinese program enrollments are increasing: From Fall 2013 to Fall 2017, total students in Chinese as a percentage of FLL total students increased from 4.72% to 5.97%.

Currently, UWM and UW-Madison are the only state universities in Wisconsin that offer four years of Chinese language and a Chinese major. We offer one of only three Chinese minors in the state system. This meager distribution coupled with UWM's proximity to Foxconn's base leaves us uniquely positioned to benefit from the expected increase in Chinese language learners in the state. The Chinese Program is dedicated to instructional innovation:

- The Chinese Program will be offering hybrid versions of Chinese 101 and Chinese 102 during the coming academic year. These course sections which will require only two

classroom meetings per week, will be highly attractive to students from other UW System campuses.

- The planned hybrid model may even be a starting point for discussions toward on-site or distance learning Chinese language offerings at local state system campuses where demand is greatest.

Faculty leadership will allow the Chinese Program to enact the community outreach and program development needed to take full advantage of the opportunity at hand. As the state of Wisconsin and our nation make investments to work more closely with Greater China, we ask for seed funding to support a tenure track position for our Chinese program.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

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UWM Center for International Education - Undergraduate NRC and FLAS Fellowships Budget (FY18-22)

Page Direct Costs		2018/19 FY18	2019/20 FY19	2020/21 FY20	2021/22 FY21
1. PERSONNEL					
NRC/FLAS Administration and Instructional Support (please see Position Descriptions for more details)					
	Marketing & Communication Specialist <i>50% LTE position to communicate grant impacts to various audiences locally, regionally, and nationally; and to increase awareness about global, international, and language studies (targeting high school and college students) 1040 hours/year at \$15/hour (anticipate annual increase of 4%)</i>	15,600	16,224	16,873	17,548
	Administrative Assistants <i>Two 50% LTE positions to assist with outreach activities and coordination of the grant 1040 hours/year at \$15/hour (anticipate annual increase of 4%)</i>	32,640	33,946	35,304	36,716
	Teacher Certification in LCTL (AP) <i>School of Education, language faculty, and Language Resource Center partner to facilitate teacher certification in LCTL 50% LTE position to redesign teacher certification in LCTLs (Years 3 and 4) 800 hours \$ \$15/hour</i>			12,000	12,000
p.33	Seed Faculty Line (AP) <i>To help stabilize and grow the Chinese program Chinese faculty line \$30,000 per year for FY19 and FY20 (based on full faculty salary of \$62,000/year)</i>	30,000	30,000		
Student Workers					
p.4, 36	Undergraduate Projects in Digital LCTL Teaching Materials Development and Research <i>student hourly assistance for faculty-supervised less commonly taught language materials digitization and instructional materials development and research projects, under direction of language faculty and the LRC 1000 hours/year at \$12/hour</i>	12,000	12,000	12,000	12,000
p.49	K-12 Outreach Assistant (AP, CP) <i>hourly assistance of School of Education pre-service teachers to support K-12 teacher professional development and student programs 800 hours/year at \$12/hour</i>	9,600	9,600	9,600	9,600
	CIE/Global Studies Student Assistant <i>student hourly assistance for grant activities and assessment development 800 hours/year at \$14/hour</i>	11,200	11,200	11,200	11,200
Subtotal/Personnel:		111,040	112,970	96,977	99,064
2. FRINGE BENEFITS					
	Faculty @ 33.3%	9,990	9,990		
	LTE (Limited Term Employee) @ 11.5%	5,548	5,770	7,380	7,620
	Student Workers @ 3.1%	1,017	1,017	1,017	1,017
Subtotal/Fringe Benefits:		16,555	16,777	8,397	8,637
3. TRAVEL					
Domestic Travel					

UWM Center for International Education - Undergraduate NRC and FLAS Fellowships Budget (FY18-22)

Page Direct Costs		2018/19 FY18	2019/20 FY19	2020/21 FY20	2021/22 FY21
Professional Development					
p.34	Proficiency Assessment and Pedagogy Training for UWM LCTL Faculty/Lecturers* (AP) <i>travel/lodging/per diem for 5 LCTL instructors per year to attend Title VI LRC and ACTFL foreign language pedagogy workshops for professional development and OPI training @ \$2000/person</i>	10,000	10,000	10,000	10,000
p.21	Program Dissemination <i>for CIE/Global Studies faculty and staff to attend and present on NRC activities at regional and national conferences; travel/lodging/per diem for 2 meetings/year @ \$1600/meeting</i>	3,200	3,200	3,200	3,200
	NRC/FLAS Project Directors' Meetings and Outreach Conferences <i>for CIE personnel to attend and network with Title VI outreach centers during pre-NCSS Outreach Conferences</i>	1,500	1,500	1,500	1,500
Overseas Travel					
Curriculum Development					
p.31	Career Development and Overseas Internship Development* (AP, CP) <i>new student internships developed in collaboration with overseas partner institutions, to support Global Studies majors travel/lodging/per diem for 2 development trips per year at \$5000 per trip</i>	10,000	10,000	10,000	10,000
Subtotal/Travel:		24,700	24,700	24,700	24,700
4. EQUIPMENT					
N/A					
5. SUPPLIES					
Co-Curricular Programs					
p.34	Sociocultural Programs in the Language Departments <i>materials, printing and supplies for language programs' co-curricular learning activities and cultural events</i>	3,000	3,000	3,000	3,000
Instructional Resources					
p.30	Global Studies Library Acquisitions <i>to support new courses, teaching and research on critical globalization issues</i>	5,000	5,000	5,000	5,000
Subtotal/Supplies:		8,000	8,000	8,000	8,000
6. OTHER					
Curriculum Development					
p.49	Curriculum Development Grants for Community and Technical College Faculty* (CP) <i>to create Globally-infused course for community and technical college students across the state course and professional development awards materials, travel/per diem, professional services</i>	4,000	4,000	4,000	4,000
p.29	Faculty Development of Water Mini-courses <i>one course development grant per year at \$3000 per year</i>	3,000	3,000	3,000	3,000
p.30	Enhance Global Studies Sustainability, Security, and Health Tracks <i>two course development grants per year at \$3000 each</i>	6,000	6,000	6,000	6,000
p.34	LCTL Course Development and Redesign <i>to expand intermediate and advanced less commonly taught language course offerings and courses in languages across the curriculum 5 course development awards at \$3000/award materials, travel/per diem, professional services</i>	3,000	6,000	3,000	3,000
p.30	Creating an Online Version of the Global Studies Minor	6,000	6,000	6,000	6,000

UWM Center for International Education - Undergraduate NRC and FLAS Fellowships Budget (FY18-22)

Page Direct Costs		2018/19 FY18	2019/20 FY19	2020/21 FY20	2021/22 FY21
	Development of an online version of the Global Studies Minor in order to increase access to this popular and important minor. course development funding. two course development grants per year at \$3000 each				
Professional Development					
	Funding to bring in experts to workshop how to think about the relation between Global and International Studies, supporting cross-disciplinary dialogue about diversity in a global world; to explore local/global connections and differences related to challenges and opportunities facing multicultural societies around the world space/equipment rental, materials, publicity, travel/per diem, professional services				
p. 5-6	Global Social Innovation and Entrepreneurship Programming speaker visits, workshops and dialogues jointly organized by CIE's Institute of World Affairs and campus partners, including UWM's Lubar Entrepreneurship Center, Master of Sustainable Peacebuilding program, Center for Latin American and Caribbean Studies (NRC), & Global Inclusion and Engagement space/equipment rental, materials, publicity, travel/per diem, professional services	3,000	6,000	6,000	6,000
	Collaborative Outreach Programs* (AP, CP) co-sponsor with the NRCs at UWM and UW-Madison programs for key outreach audiences, including annual professional development workshops for K-12 teachers co-hosted by MSIs in the state; Community/Technical College Faculty Workshops	1,000	1,000	1,000	1,000
p. 4, 34	Workshops on K-16 Language Teaching Methodologies* (AP, CP) pedagogy workshops for regional pre-service and in-service language teachers, with special sessions focusing on LCTL instruction, coordinated by UWM's Language Resource Center and featuring speakers from Title VI Language Resource Centers and ACTFL. Provides professional development to K-12, community college, and UWM language faculty and Education students. equipment rental, materials, publicity, travel/per diem, professional services	8,000	8,000	8,000	8,000
p. 34	ACTFL OPI Certification for LCTL Instructors to provide instructors time to complete OPI certification process through course buy-out. \$5000 per language; Arabic, Chinese, Hebrew, Italian, Japanese, Korean, Portuguese, and Russian materials, printing, supplies, professional services	10,000	10,000	10,000	10,000
p. 6	Workshops on Civic Engagement and Diverse Global Perspectives (AP, CP) workshops offered at Alverno College for K-16 educators and students exploring civil society and civic action globally and locally, in partnership with Alverno's International and Intercultural Center and UWM's Center for Latin American and Caribbean Studies materials, travel, per diem		2,000		2,000
p. 25	American Geographical Society Library - Teacher Fellowship* (AP) to annually provide two current Wisconsin K-12 teachers the opportunity to spend time in residence at the American Geographical Society Library, utilizing the library's vast resources to develop new, or to enhance existing, curriculum. Curricular resources will be disseminated across the state and nationally.	6,000	6,000	6,000	6,000
p. 32	Pedagogical Seminars for Global Studies Faculty funding to bring in experts, including from UWM Center for Teaching and Learning to workshop how to teach Global Studies in a truly interdisciplinary way, and funding for faculty participants	5,000	5,000	5,000	5,000
K-12 Student Programs					
p. 5	IWA Program Access Awards for Disadvantaged School Districts to defray cost of substitute teachers and buses to enable groups of students from low-income urban and rural school districts to participate in IWA outreach programs such as Model UN, global thematic youth workshops	4,000	4,000	4,000	4,000
p. 45	IWA Global-to-Local Citizenship Initiative* (AP) to support Milwaukee youth in exploring global perspectives on citizenship, democracy, youth participation, and human rights, in partnership with MPS teachers; includes:	4,000	6,000	8,000	8,000

UWM Center for International Education - Undergraduate NRC and FLAS Fellowships Budget (FY18-22)		2018/19 FY18	2019/20 FY19	2020/21 FY20	2021/22 FY21
Page	Direct Costs				
p. 45	i. Teacher professional development on global-to-local Citizenship and service-learning ii. Curriculum development for global-to-local classroom service learning projects that engage students in deeper learning and investigation of global challenges impacting communities around the world iii. Youth workshops and classroom visits (in person or via Skype) connecting students to global practitioners and ideas speaker expenses, materials, printing, supplies, facilities, professional services				
	Global Library Research Experiences* 4- 6 high school classroom visits annually for Global Library Research Experiences to build critical media literacy and analytical skills and gain experience with digital humanities tools, offered in partnership with the UWM Libraries and Center for Latin American and Caribbean Studies bus transportation, materials, printing, supplies	1,000	1,000	1,000	1,000
p. 45-46	IWA UN Global Goals Initiative* (AP) to support Milwaukee youth-directed projects addressing global challenges, in partnership with MPS teachers; includes: i. Teacher professional development on the UN Sustainable Development Goals ii. Curriculum development for global-to-local classroom exploration of solutions being developed around the world to achieve the UN Global Goals, including interactions with practitioners around the world iii. Youth-led project development and implementation to address the Global Goals at the local level speaker expenses, materials, printing, supplies, facilities, professional services	1,000	6,000	8,000	8,000
p. 46	Wisconsin Global Education Opportunity program (WisGEO) to support under-served 11th grade Milwaukee youth interested in exploring and pursuing careers in international business; includes: i. Site visits to global companies ii. Supplemental curricular materials iii. Face-to-face roundtable discussions with education and business mentors	500	1,000	1,500	1,500
p. 47	Language and Cultural Programs for High School Students Co-curricular programs hosted by UWM's Language Resource Center and Language Programs integrating language and cultural topics from different world regions bus transportation, facilities, supplies	2,000	2,000	2,000	2,000
p. 5	Global Thematic Workshops for Grades 7, 8, 9 workshop for middle grades on issues connecting different world regions and SE Wisconsin, in collaboration with NRC Centers in the state: materials, travel, per diem	1,500		1,500	
Evaluation and Assessment					
p. 16	Evaluation Planning and Implementation overall assessment strategy design, survey design and third-party data gathering/analysis by the Consulting Office for Research and Evaluation (CORE), UWM School of Education professional services	15,000	10,000	10,000	10,000
Subtotal/Other:		90,000	93,000	94,000	94,500
7. TOTAL DIRECT COSTS		250,295	255,447	232,074	234,901
8. INDIRECT COSTS (8% of Direct Costs)		20,024	20,436	18,566	18,792
TOTAL NRC COSTS		270,319	275,883	250,640	253,693

UWM Center for International Education - Undergraduate NRC and FLAS Fellowships Budget (FY18-22)

Page Direct Costs

2018/19 FY18	2019/20 FY19	2020/21 FY20	2021/22 FY21
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FLAS Fellowships Budget - FY2018-2022

9. Training Stipends

Undergraduate FLAS Fellowships

Academic Year Awards for Intermediate/Advanced LCTL and International Studies

AY Institutional Allowance <i>Requesting 10 awards @ \$10,000 per institutional allowance</i>	100,000	100,000	100,000	100,000
AY Student Stipend <i>Requesting 10 awards @ \$5000 per student stipend</i>	50,000	50,000	50,000	50,000
Summer Awards for Intensive LCTL Studies				
Summer Institutional Allowance <i>Requesting 6 awards @ \$5000 per institutional allowance</i>	30,000	30,000	30,000	30,000
Summer Student Stipend <i>Requesting 6 awards @ \$2500 per student stipend</i>	15,000	15,000	15,000	15,000
Total:	195,000	195,000	195,000	195,000

7. TOTAL NRC DIRECT COSTS

8. INDIRECT COSTS (8% of Direct Costs)

9. TRAINING STIPENDS/FLAS (not subject to indirects)

10. TOTAL COSTS (NRC and FLAS)

250,295	255,447	232,074	234,901
20,024	20,436	18,566	18,792
195,000	195,000	195,000	195,000
465,319	470,883	445,640	448,693